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ABSTRACT

This review provides a background summary of the Commonwealth's involvement in the field of adult literacy in Australia. The review is not research based and does not make recommendations, but it highlights the issues that are important for the future direction of the Commonwealth's involvement in the field. The review is organized into seven sections: (1) terms of reference and purpose of the review; (2) background and government policies; (3) a summary of the provision of adult literacy programs--state based and Commonwealth funded; (4) issues in adult literacy; (5) an overview of adult literacy programs, organized into the Commonwealth programs, labor market programs, aboriginal programs, and adult migrant education programs; (6) state programs; and (7) summary of issues for future directions. Following 26 references, appendixes report literacy education policies, expenditures, and statistics. (KC)

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# REVIEW OF ADULT LITERACY ACTIVITIES

## A Commonwealth Perspective

B. E. MOREY

Program Review and Income Support Branch,
Department of Employment, Education & Training

January 1989

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## PREFACE

This review of Adult Literacy Activities was requested by the Language Policy and Asian Studies Branch of (the International Division within) the Commonwealth Department of Employment, Education and Training. (The review was conducated within the Program Review and Income Support Branch of the Department. )

The review is intended to provide a background summary of the Commonwealth's involvement in the field of Adult Literacy. In particular it will provide information which will be of value to the Department's activities associated with the International Year of Literacy (1990) and to the development of policy on language which is oversighted by the Australian Advisory Committee on Languages and Multicultural Education (AACLAME).

(The review is not a research-based study, in that it has not collected new data. However, the study has been informed by opinions and comments from a wide range of dedicated people involved in the field of adult literacy. Also, the review does not make recommendations but attempts to highlight the issues which are important for the future direction of the Commonwealth's involvement in the field. )

## 1. TERMS OF REFERENCE AND PURPOSE OF THE REVIEW

On 23 June 1988 the Adult Literacy Working Group of AACLAME met and considered, among other matters the Terms of Reference for the 'Review and Evaluation of Adult Literacy Activities'. The minutes record the following:

The Working Group considered that the terms of reference for the proposed review of adult literacy activities should be:

1. to assess the adequacy of existing guidelines and administrative arrangements for Commonwealth expenditure on adult literacy;

2. to devise a framework for combining Commonwealth expenditure on adult literacy, providing it with a legislative basis, while ensuring flexibility at the State/Territory level so that programs can include government and community provision and a national component;

3. to analyse the outcomes of Commonwealth expenditure on adult literacy in the light of government policies on education and training and the objectives of the programs.

The 'Skills of Australia' report circulated the previous year gave the initial impetus for the review which stated (p.38) that:

> "grants for adult literacy ($1.1M) and for non-government adult education ($1.4M) will be maintained and rolled in with funding to be allocated under the National Language Policy for adult literacy purposes

The process of allocating these grants will be reviewed during the year."

Another impetus for the review is the decision by the United Nations General Assembly to designate 1990 as International Literacy Year. UNESCO was invited to be the lead organization for the observation of the Year. This report is also intended to be of value to the Committee set up to service the Australian activities conducted in association with the International Literacy Year. IYL is seen as an opportunity for the Government to make a national effort to focus on domestic problems in adult literacy.

In the time available for the review, it was agreed that its scope will be limited to overviewing existing data and raising issues which will be important for the future direction of Commonwealth policies and programs in Adult Literacy.

Within the Department of Employment, Education & Training (DEET) the following programs, or aspects of programs with an adult literacy component, would be reported on:

1. TAFE Grants for Adult Literacy.

2. Non-government Adult Education Program.

3. Advanced English Programs for Migrants - including allowances for participants.

4. Grants under National Language Policy.

5. Aboriginal Programs with an adult literacy component.

6. Labour market programs with a literacy component.

Within the Commonwealth and outside DEET, the program with highest involvement with adult literacy is the Adult Migrant Education Program within DILGEA.

The review will also comment on programs in States, which are funded by or assisted by Commonwealth funding. Most data on these programs comes from State reviews. Justice could not be done to the work done by States given the limited scope of this review.

## 2. BACKGROUND - GOVERNMENT POLICIES

The rise in concern by Governments about adult literacy did not begin until the mid 1970's. The Federal Governement's 'Second Report on Needs in Technical and Further Education' (Richardson, 1975) criticised the TAFE sector for its lack of involvement in adult literacy provision. The report suggested that adult literacy should be regarded by TAFE as a major challenge'. Several initiatives in TAFE provision began over the next few years (Dymock, 1983).

In 1976 the Fitzgerald 'Poverty Report' also emphasised the extent of the problem of inadequate literacy and pointed out that the great majority of those with such problems were blue collar workers or housewives. The Poverty enquiry was told that adults wishing to acquire literacy could not handle aspects of their job and some had to refuse promotion for the same reason. The report pointed to the need for Commonwealth initiatives in program development and evaluation and the importance of decentralised programs because of the transport difficulties for those with problems of poverty and remoteness from provision (Fitzgerald, 1976).

The emphasis in literacy provision on the part of professionals and government, was on the need for support for literacy programs on humanitarian grounds as well as on the grounds of social justice. The definition of literacy was "functional literacy" - a level determined for individuals in relation to the demands which must be met in their everyday lives. Increasingly the emphasis on the need for literacy has been related to economic ends, both for the individual and for the nation. National competitiveness depends on a flexible workforce which can extend people's skills. To take advantage of the retraining offered a significant proportion of the workforce will require improved literacy and numeracy.

The relationship between technoligical change and an educated society was raised in the 'Quality of Education in Australia' Report (1985). The report argued that even if technoligical change led to deskilling, it was not an argument to reduce attention to skills development. On the contrary, the response should be to broaden the range of individuals' skills and raise the general skill level to achieve greater creativity and flexibility. Education systems appear to have a significant role in assisting society to harness the technical means at its disposal. The argument in the Report was not being used with reference to adults, but it applies equally well to those who have for some reason, not acquired the benefits that literacy gives, in their school years.

With the increased pace and scope of change associated with economic restructuring and the demographic fact that the supply of students and entrants to the labour market will decline sharply in the 1990's, adult education in general and adult literacy in particular is seen as an essential strategy for Australia's future (AAAE, 1988). The consequences of low or inadequate literacy are profound. It affects an individual's participation in employment, industry and society generally. Some of these effects are listed below:

- On a broad level, deficiencies in literacy diminish the skills of the workforce as a whole, indirectly affecting national economic growth.

- Illiteracy restricts personal advancement and industrial flexibility. Workers lacking literacy skills are restricted in their ability to transfer to other industries.

- Workers who cannot read and understand safety instructions are more prone to industrial accidents, and are unable to complete accident reports adequatley.

- A workers' productivity is severely reduced by an inability to read notices, fill in forms and dockets, follow written instructions, take measurements and complete records.

- Illiterate adults suffer decreasing employability as the number of jobs requiring only low literacy skills continues to decrease.

- Adult illiteracy increases the risk of unemployment. In Victoria, 27% of adult literacy students are registered job seekers (compared to the state average of 7.3%).

- Women who leave the workforce for long periods and young people aged 15-24 years are particularly restricted in work options if they have low levels of literacy.

- Adults with low levels of literacy are more likely than others to be dependent on welfare, and less likely to take full advantage of leisure activities and life skills tasks (such as shopping, banking, health, nutrition, general information and voting).

- Children of illiterate parents frequently need additional help to learn to read and write.

The Government has endorsed the importance of policies to improve adult literacy. In particular, the National Policy on Languages released in May 1987, included commitment to improving adult literacy provision and included the Government's acceptance of the recommendation for an Adult Literacy Action Campaign. The main vehicle for implementing an increased emphasis in adult literacy is the Australian Advisory Council on Languages and Multicultural Educatin (AACLAME). Within the Council is an Adult Literacy Sub-Committee which has been oversighting the programs within DEET which relate to adult literacy. This committee has responsibility for oversightng the Adult Literacy Action Campaign which was one of six programs to be funded under the National Policy on Languages. The Committee has also been involved in work leading up to the International Year of Literacy and will interact with the work of the committee set up for this purpose when it becomes fully functional during 1989.

## 3. A SUMMARY OF PROVISION OF ADULT LITERACY

This section attempts to outline the provision of Adult literacy in Australia, with emphasis on the Commonwealth's role, so that the reader has some appreciation of the whole before considering the parts in greater detail. The task of accurately overviewing the scene in Australia is not an easy one because of rapid change in this scene and because of the lack of information.

### 3.1 State-based Activity

The most comprehensive overview of Adult Literacy Provision in Australia is by Dymock and published by the Australian Council for Adult Literacy in 1982. Dymock surveyed providers of adult literacy programs in each State and showed the balance between the different providers. States differed in the extent to which they provided classes through the Education Department, through Technical and Further Education through community based groups. He was also able to show how the provision of schemes had grown rapidly since 1970 (5 schemes) to 1980 (172 schemes). There were 5,918 current students and 3,247 tutors in 1980. (It should be noted that a large proportion of tutors are voluntary - see 4.3). It is interesting to note that in terms of funding that the Commonwealth funds for courses varies as a proportion of total funds from 8% (S.A) to 30% in Tasmania - see Table below on sources for adult literacy funds (Dymock 1982). It would be certain that the S.A. TAFE courses would also benefit from Commonwealth funds which casts doubt on the accuracy of some classsifications.

SOURCES OF FUNDING FOR ADULT LITERACY SCHEMES (N=179)

| | QLD | | NSW | | ACT | | VIC | | TAS | | SA | | WA | | NT | | AUST | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| No. of Responses | 16 | | 5 | | 3 | | 62 | | 10 | | 24 | | 8 | | 5 | | 179 | |
| | No | % | No | % | No | % | No | % | No | % | No | % | No | % | No | % | No | % |
| State Dept. of Ed. TAFE or FE | 5 | 31 | 35 | 69 | | | 22 | 35 | 4 | 40 | 22 | 92 | 5 | 63 | 2 | 40 | 95 | 53 |
| Commonwealth Govt Grant | 4 | 25 | 6 | 12 | 3 | 100 | 8 | 13 | 3 | 30 | 2 | 8 | | | 2 | 40 | 28 | 16 |
| Your own fund raising | 1 | 6 | 2 | 4 | | | 3 | 5 | 1 | 10 | | | | | | | 7 | 4 |
| Contributions from individuals | - | - | 3 | 6 | | | 1 | 2 | - | - | | | | | | | 4 | 2 |
| Other | 2 | 13 | 1 | 2 | | | 7 | 11 | - | - | | | 2 | 25 | 20 | | 13 | 7 |
| Combinations of the above | 4 | 25 | 4 | 8 | | | 21 | 34 | 2 | 20 | | | 1 | 12 | | | 32 | 18 |

It is certain also that since this data was collected (1980) there will have been considerable changes in the numbers of students, tutors and the proportion of funds allocated from different sources.

## 3.2 Commonwealth Funding

The Commonwealth Government has played an important role in recent years in providing grants to States for adult literacy. Commonwealth funds for adult literacy are provided from several sources. The most obvious source is from TAFE Specific Service Grants within DEET's allocation. The 1988 and proposed 1989 allocations for each of these grants is listed below:

| | $M 1988 | $M 1989 (proposed) |
|---|---|---|
| 1. Advanced English for Migrants (States Grants) | 3.945 | 4.143 |
| 2. Adult Literacy (States Grants) | 1.096 | 1.174 |
| 3. Non-Government Adult Education | 1.395 | 1.442 |
| 4. National Policy on Languages | 1.710 | 1.710 |

The above grants will be described in greater detail in section 5 of this review. At this stage it would be important to note that the Advanced English for Migrants grant and the Non-government Adult Education grant are not used entirely or even mainly for adult literacy purposes. The grants are provided to States and Territories for them to allocate. Most of the funds are then allocated to TAFE and some to community-based organisations.

As well as funds that are allocated to States for adult literacy and related programs, DEET funds other programs which include a substantial component of adult literacy. These are:

- Labour Market Programs (Traineeships, Jobtrain and Skillshare)
- Aboriginal programs, in particular, courses in literacy funded under the Aboriginal Study Assistance Scheme (ABSTUDY) and under the Training for Aboriginals Program (TAP).

No attempt has been made to estimate the financial allocation for literacy under these programs.

Outside the Department of Employment, Education and Training, the main provider of literacy-related programs is the Department of Immigration, Local Government and Ethnic Affairs (DILGEA). This Department's Adult Migrant Education Program (AMEP) has the responsibility for providing english language teaching and related services to recently arrived migrants to help them function effectively in Australian society and to acquire the language skills they need to achieve their goals. (DILGEA Mission Statement for AMEP). The program's budget is $59.7M in 1988/89.

A large proportion of newly arrived migrants need to acquire not only language skills in English but a higher level of literacy. Just as English speaking background Australians require literacy assistance, so do migrants. It has been estimated that for AMEP participants 6% had not had any schooling and 12% had only received between one and five years schooling (Campbell, 1986).

An overview of the development of Adult Literacy in Australia cannot be complete without including comment on the role of the professional body active in promoting literacy as the means whereby Australians can manage their own lives and function as participating members of a democrate society. Since the mid 1970's the Australian Council for Adult Literacy (ACAL) has been the means of co-ordinating adult literacy provision in Australia, through encouraging State co-ordination, dissemination of information and holding annual conferences. The first national conference in 1977 was an opportunity for administrators and practitioners in the area of adult literacy to get together and assess a way to co-ordinate the national effort.

The policy statement of ACAL (Attachment A) makes the views of the organisation explicit. The policies are implemented at State level by State Councils, which are each affiliated with the National Council. States then are better able to respond to both State and Commonwealth initiatives and to provide information on needs. The concern of the Council is that with the possible exception of one State, adult literacy provision still lacks a secure base, and is yet to be recognised as an area requiring national priority.

## 4. ISSUES IN ADULT LITERACY

This section is intended to set a context for the consideration of adult literacy issues. It is hoped that the background provided will assist in the reader's assessment of the programs described in the following section and in coming to conclusions about some of the directions in policy change and development.

### 4.1 The meaning of adult literacy (and illiteracy)

Workers in the field of adult literacy reject the term 'illiteracy' as erroneous and negative in connotation. Literacy is a relative concept and is not related to attainment of a particular level of mastery. "Reading and writing are creative, actively predictive and selective, not exact processes, hence fluency depends upon taking risks in our anticipation and construction of meaning and varies according to context, purpose and text" (Grant, 1985).

Students with minimal literacy label themselves as 'illiterate' and have little confidence in themselves making any change. They need to overcome a 'learned helplessness' which prevents the risk taking which is necessary for progress in reading and writing. For this reason the teaching of literacy is wider than the teaching of skills in reading and writing. Teachers of literacy typically require a concern for the whole person and seek to understand the reasons for failure to achieve literacy at an earlier age.

Grant emphasises that "literacy is more than functional competence: it is an organic process inseparable from the way we live our lives"....."it is unrealistic to assume that the remedy lies in a teaching technique, single method of instruction or set of skills. Literacy programs rigidly based on such assumptions are likely to sell students short yet again." (Grant, 1985)

Although the assessment of reasons for adults being unable to handle everyday reading and writing requirements does not do anything to solve the immediate problem, it does assist in guiding the type of assistance that is provided. There is evidence that an important cause is the emotional interference in learning during critical childhood years. "It may be due to the death or absence of a parent, an overbearing parent or a generally emotionally disturbed family life.....In these circumstances a teacher could be available twelve hours a day and still no effective learning would occur." (Simpson, 1988)

## 4.2 Extent of the Problem

Competence in reading and writing is seen as a right whose neglect threatens great cost to individuals and whose neglect threatens great costs to the society as well (Lo Bianco, 1987). Assuming this is true it is important to understand the extent of the need for literacy tuition for adults.

The only large survey conducted to date was on a Sydney sample in 1977. Judith Goyen (Goyen, 1985) found that when she differentiated between english speaking background and non english speaking background people, 55.8% of the latter were functionally illiterate in English. The corresponding figure for native English speakers was 3.7%. For Australia as a whole, using the 1981 census, there would have been 818,000 non-english background migrants and 371,000 native English speakers who cannot read telephone dialling instructions, classified housing and employment advertisements and simple application forms. There are then over a million functionally illiterate men and women in Australia.

It is interesting to note that of the English speaking background sample, the illiteracy rate for those 16 to 49 years was low (only 1.5%) which may indicate that literacy rates among young people is improving.

An important question needs to be raised in relation to those who are receiving assistance under present adult literacy provision. While it is clear that only a very small proportion of those who have minimal literacy skills are receiving assistance*, there is evidence that those who are attending existing literacy programs come from the higher socio-economic levels and lower levels are under-represented. It would be expected that those who come forward for help would be those who are better supported and that the biggest area of need "remains hidden among the under-privileged" (Lynch and Richards, 1984).

*About 4,000 adults in Victoria are involved in Adult Literacy Programs (Bianco, 1987) and about 7,400 in New South Wales TAFE Adult Basic Education Courses (NSW, TAFE 1988).

The research by Goyen was conducted in 1977 and was based on a Sydney sample. The extrapolation to Australia as a whole may not be justified. Also, the research did not assess writing skills. Other methodologicial problems, along with those mentioned, made it highly desirable that a more thorough assessment of literacy be conducted. A project to identify the nature and extent of literacy difficulties in the adult Australian population has been commissioned from Adult Literacy Action Campaign funds, to Sydney CAE. Up to 1,500 interviews will be held across Australia. Results of the research are expected around mid-1989.

## 4.3 Approaches to Teaching Literacy - one-to-one or group

As the responsibility for adult literacy provision was seen as a State concern, the development of adult literacy provision varied in the way it was provided and the extent of provision, from State to State. Victoria and New South Wales have made considerable gains in recent years, but differ in the manner of their provision.

New South Wales, through the Department of Technical and Further Education, has established a Division of Adult Basic Education. Adult Literacy Officers (ALO's) work from Colleges but are involved in community liaison and the development of tutoring which is sometimes conducted by volunteer tutors. Tutoring may take place in a home, a community centre or a TAFE College. However, small groups are regarded as the optimum environment for learning. Improved provision has enabled a move away from volunteer tutoring to small group tutoring.

Victoria has maintained an emphasis on the importance of volunteer tutors to a greater extent than New South Sales. There is a difference in philosophy between the extremes of one-to-one tuition only and group tuition only, but in reality, there is a recognition by both ends of the philosophical spectrum that there are benefits at different stages from both types of provision. Victoria would lean more towards the benefits of one-to-one tutoring.

White's research in this area listed the benefits of the individual approach as:

- recognising the diverse experience and knowledge of mature students;
- making the content and approach of lessons immediately relevant;
- the recognition of embarrassment over previous failure to learn;
- the only feasible method for some housebound individuals, remote people, shift workers;
- ensuring lower drop-out rates (Dymock, 1982).

There is some doubt about whether individual tuition does ensure attendance and sometimes volunteer tutors are used because professionally trained teachers are not available or cannot be afforded. A survey by Kindler (1985) indicated that the use of volunteer tutors is expensive in terms of time and money spent in training tutors. On the other hand volunteer tutors may be successful in ways that teachers cannot be. It is possible that the emotionally demanding students as a group would be too draining. Also volunteers are living examples that the community cares and there is a better chance that a good match can be made between tutor and student given the diversity of personaliies involved.

The NSW Department of TAFE has developed a policy on the place of volunteer tutors in their Division of Basic Education. It is "valued as an important aspect of the total provision, particularly in assisting students who are not able or are not ready to have group or individual tuition with a teacher". However, since the volunteer system began, there has been an extensive growth in small literacy groups in colleges and other venues (NSW Dept. of TAFE, 1987). The policy generally endorses small groups with a teacher because of the personal and social gains which occur through learning with other students.

## 4.4 The Degree of Commonwealth Involvement

A fourth issue which is important as background in comprehending the dynamics of adult literacy provision, is the impact of migrants on the program and recent policy decisions which tend to fuse the provision of literacy to english speaking background and non-english speaking background Australians. Following the Report, Immigration, a Commitment to Australia (Fitzgerald 1988), the decision has been to limit the responsibility of the Adult Migrant Education Program (AMEP) to the provision of language assistance for migrants up to five years after their arrival in Australia. (This is not in accordance with the recommendation of the report which recommended transferring the program to DEET from DILGEA.)

In this review of the AMEP, Campbell (1986) reported that over 20 per cent of AMEP students had been in Australia over five years. Twelve per cent of these had been in Australia over 10 years. However, the AMEP recognises that it is nowhere near dealing with the need for acquiring English proficiency. The Fitzgerald report (using 1986 Census figures) reported that 348,000 people in Australia could not speak English well, and 73 per cent of these people had been in Australia five years or more. If only those who will not be catered for by AMEP under the new policy turn to available courses in TAFE or other community providers, there will be a large net increase in demand for courses.

The relevance of this change in policy for Adult Literacy provision is that a large proportion of students already in current Adult Literacy courses are of non-english speaking background. In the NSW Adult Basic Education courses, for example, 25% of students are from a non english speaking background and they tend to congregate in courses that give assistance in English. This issue raises several questions which need to be thought through in the development of Commmonwealth policy, such as:

- should English language classes for non English speaking background students be separate from literacy classes for English speaking background students?

- is there a stage where the overlap in requirements allow joint instruction?

- what is the comparative need and commitment to the two groups?

One program funded by the Commonwealth under States Grants legislation, the Advanced English Program, highlights the dilemma. This program will be described in more detail in Section 5 of this review. However it is worth noting that courses funded under this program are not all for special purpose or advanced English. Some are for basic literacy skills for migrants. It is because English for migrants is so closely linked to adult literacy that information on the AMES program will be given in some detail.

## 5. AN OVERVIEW OF ADULT LITERACY PROGRAMS

This section gives details on each of the Comonwealth programs with an adult literacy component including labour market, aboriginal and adult migrant programs. It also gives some additional information on adult literacy programs in the States and Territories, both government and non-government. More indirect Commonwealth activities such as television and radio programs provided by the ABC and assistance to students in Universities and CAE's is not covered.

### 5.1. Commonwealth Programs

#### 5.1.1 Adult Literacy Program (States Grant)

Funds from this grant are made available to State and Territory TAFE systems to enable States to offer courses to combat illiteracy by directing attention to the attainment of:

1) skills in communication, literacy and numeracy

2) skills to facilitate greater and enriched participation in society

3) skills needed for economic participation in society.

State TAFE authorities are advised of the above and asked for information about activities and new initiatives, in particular, comment is requested on:

- expanded course provision
- development and acquisition of course material and equipment
- curriculum development
- staff development.

The grant is allocated on a population pro-rata basis for the population in the State over 15 years, with some adjustments being made to the level of the grant to smaller States and Territories to ensure they can mount viable programs.

5.1.2 National Policy on Languages - Adult Literacy Action Campaign

Under the National Policy on Languages the Adult Literacy Action Campaign funds consisted of $1.96M in 1987-88 and $2M in 1988-89. The funds were intended to give adult education agencies an opportunity to propose further activities in the area of adult literacy. In the guidance sent to State authorities on the use of the funds, it was emphasised that:

. adult literacy activities are intended to be used for new activities and are not intended to replace State efforts in this area;

. proposals for these additional grants should be submitted under the headings listed earlier for adult literacy, and should be received by mid-February 1988;

. emphasis should be given to expanded course provision for students at present not enrolled in TAFE and without easy access to mainstream TAFE courses.

States were asked to provide proposals for the expenditure of their proportion of the funds for their State. These proposals were assessed within the Department and by the AACLAME Committee before being submitted to the Minister for approval. A summary of the proposals funded by both States Grants Adult Literacy and the Adult Literacy Action Campaign (ALAC) National Policy on Languages funds, is in Attachment B. Some of the projects being funded for 1988 are of particular interest:

- Literacy through video, to meet the needs of isolated students including prisoners, rural students, NESB adults and adults with disabilities.

- Aboriginal reading resources which will improve materially co-ordinating written work of Aboriginal students by using oral histories.

- Women and literacy projects which will enhance prospects for employment, access to community resources, and give education about the role of women in Australian society.

- Staff development and curriculum development for small group activities.

- Acquisition of computer software for self-paced literacy a numeracy learning.

- A mobile resources unit's equipment of teaching materials for use by volunteer groups to contact isolated students.

Some of the projects proposed under ALAC were submitted jointly by AMES, Adult Education (non-government) and TAFE. The migrant needs in particular require a co-operative approach covering a wide range of proficiencies. See Attachment C for an example of such a course. In addition to funds for particular projects to assist in literacy in the States, a sum of $250,000 for 1988 and $255,000 for 1989 was set aside from the ALAC allocation to fund National level Projects. The main project to research the nature of literacy difficulties in the Adult Population has already been discussed. Other projects funded under the National level projects program are listed in Attachment D.

5.1.3 Non-Government Adult Education

Grants have been made available from the Commonwealth to State-appointed committees to assist in a large number of non-government adult education groups in activities which include literacy and numeracy, social or personal development, particular skill training e.g. arts and crafts for disadvantaged groups, general education courses, programs to train voluntary helpers/teachers and provision of information and counselling services. The programs have focussed on the needs of such groups as migrants, adults with literacy needs, Aboriginals, people in isolated areas, the aged, handicapped, unemployed, special interest groups and women. For 1988 DEET requested that priority in the allocation of funds should be given to activieis which involve functional literacy and numeracy. An outstanding feature of the program is that it allows the involvement of community groups in the planning and conduct of their own educational programs. The nature of the program is such that it can be adapted quickly and effectively in response to newly emerging needs.

As with other grants, the non-government grants are based primarily on the proportion of the State population aged 15 and over. Funds are allocated to the State bodies nominated by State Ministers to manage the program in their particular State. States were asked, following a greater emphasis on literacy and numeracy activities in 1988, to give co-ordinated submissions covering TAFE and other providers to ensure that adult literacy activities are co-ordinated and consistent with one another. It was also pointed out to States that in publicity given to activities funded by the Commonwealth in the area of adult literacy, that it would be appropriate to mention that funding is provided under the National Policy on Languages. Guidelines for the administration of Non-Government Adult Education Programs, as used when funded through the Commonwealth Tertiary Education Commission, are quite specific in directing the type of activity that should be funded. In particular, funds should not support courses which are already being provided by TAFE and they should add to, not be a substitute for existing levels of expenditure.

For 1988 funding States were advised that "funding for non-government adult education would be rolled in with other funding provided under the National Policy on Languages" (the ALAC funds) as announced in the "Skills for Australia" document. It was recognised that there would be a range of activities undertaken by non-government adult education providers which fell outside the area of emphasis, broadly defined as functional literacy and numeracy. States then consulted with non-government providers to submit a co-ordinated proposal for the use of adult literacy funds.

The rolling-in of non-government adult education funds with other funds more specifically related to literacy and numeracy, led to a reaction from adult education providers who feared that funds which could be used for a broad range of courses would be focussed more narrowly. They emphasised the value of small amounts of money used to support centres which are run mainly by volunteers, for the motivation and encouragement of women, in particular, who are otherwise isolated through child-rearing and other isolating situations. Additional information on the functioning of State Programs which depend partly on Commonwealth funds, is given later in this section.

### 5.1.4 Advanced English for Migrants

The objectives of the Advanced English Program for Migrants proposed by the CTEC and which continue for the program administered by the Department of Employment, Education and Training are:

(a) to increase English proficiency to a level where a migrant seeking to obtain training can achieve entry into courses in TAFE or other post-secondary institutions; and

(b) to help migrants who may already have skills develop an adquate command of English for occupational purposes and/or to obtain recognition of their overseas qualifications.

These objectives are quite specific in that they build upon language skills obtained previously, often through the AMEP. TAFE authorities have been strongly urged, and are expected, to liaise with the AMEP before seeking approval for courses.

The funding formula which relates most closely to the target group aimed for in this Program is the proportion of the adult population speaking a language other than Egnlish at home, as recorded in the 1986 census. Other formulae were considered, such as the proportion of State and the NT populations born in non-English speaking countries, but these were not as satisfactory or as amenable to calculation. The proposed allocation represents a balance between:

- the formula, which is only an approximate measure of the target group
- the actual expenditures by States and the NT on the Program in 1987, and
- a minimal allocation to Tasmanaia and the NT to ensure they can mount viable programs.

It should be noted in a summary of this program, that students doing Advanced English courses are eligible for a living allowance similar to AUSTUDY and administered through DEET in a similar way to AUSTUDY grants.

The program is monitored at both State and Commonwealth level. A description of activities and funds allocated for activities was required under the following headings:

- expanded course provision;
- development and acquisition of course material and equipment;
- curriculum development;
- staff development including training in vocational counselling;
- joint projects between State TAFE authorities directed at exchange of information, material and evaluation.

It was expected that proposals would be discussed with the State Adult Migrant Education Service to ensure good co-ordination of migrant education services. The request that courses under the Advanced English for Migrants Program be co-ordinated with AMEP is obviously very important. Lack of co-ordination and clear guidelines on the destinction between the courses funded by different Departments could be expected to be a source of difficulty and duplication in provision.

The distinction between courses offered by DEET and similar courses offered by DILGEA commenced as a result of Recommendation 18 of the Post-Arrival Programs and Services Evaluation produced by the Australian Institute for Multicultural Affairs. It was decided in 1982 that responsibility for a small range of advanced English programs be transferred to the TAFE Council from DIEA. (TAFE Council programs are now in DEET and DIEA has become DILGEA.)

The objectives of the program were quite specific, as previosly stated in this section, in that they build on language skills obtained previously, often through AMEP. However the AMEP has been offering advanced English level courses through hbigher education institutions. These courses were offered with the support of the Campbell Report on AMEP, which saw a need for bridging and support courses at the higher education level. Such courses in tertiary institutions were also funded by the Government through its recurrent grants funding based on student load. The involvement of AMEP in this area was seen as a disincentive to tertiary institutions to conduct their own courses.

The move of AMEP into special purpose English led the TAFE sector, with funding through the Advanced English Language Program, to concentrate their courses in areas which were relevant to TAFE related vocational study areas. The demarcation in type of course offered under this program is also somewhat blurred at the lower end of the proficiency scale in that courses are now funded under the Program which do not assume a reasonable level of English which would be improved by the course to ensure vocational English expertise. The research conducted by Gardiner (1988) indicates that 12.3% of students had beginner status in speaking proficiency and 23.3% had beginner status in writing. Another 47.1% had only intermediate status in speaking and 45.1% had intermediate level proficiency in writing. The justification for this program being classified as a literacy program for adults is increased by these statistics.

Other preliminary results from the survey by Gardiner of Advanced English Course Objectives and Provision are as follows:

- Of the total hours of course provision (45,310) NSW provides 46% and Victoria 27%.
- Of the total number of courses (378), most (134) are support courses.
- NSW provides 51% and Victoria provides 21% of courses.
- Most courses (52%) are less than 5 hours per week and last between 15 to over 20 weeks (62%).
- Participants are more male (56%) than female (43%) and 50% fall within the 21-35 age group.
- The largest language grouping is Vietnamese (15%) followed by Chinese (14%) and Spanish (11%).
- Vietnamese form the largest national group (18%) followed by Italians (7%) and Poles (7%).
- The time in Australia for participants was widely and fairly evenly spread.
- Most (58%) had not had any education in Australia and between 9 and 16 years overseas (64%).
- While 37% had professional/administrative positions overseas, only 6% had that level position in Australia.

## 5.2 Labour Market Programs

There are three labour market programs which can clearly be considered to include a literacy (and often numeracy) component. These are the Traineeship Scheme, Jobtrain and Skillshare.

### 5.2.1 The Australian Traineeship Scheme (ATS)

It was expected that the target group for Traineeships would be youth aged 15-19 years who had left school. Also, it was expected that of that group, 15% would be disadvantaged. Institutions providing traineeship courses neded to cope with literacy needs for those who are educationally disadvantaged.

A Pilot Survey of the Off-the-job Provision of the ATS (DEET, 1988) included questions on the assessment of the extent of literacy and numeracy needs. Questions were asked of three types of course providers - in-house (large businesses providing their own sources), private providers e.g. private business colleges and TAFE providers. Sixty-four per cent of respondents said their institution had special provisions for trainees with literacy and numeracy problems. The highest was TAFE with 74%. In-house provider respondents only had 13% special provision. However, around 19% of providers thought none of their trainees had literacy problems. Most in-house providers did give a formal assessment of literacy and numeracy (76%) whereas only 39% of TAFE providers conducated a formal assessment.

Recognising the need for additional assistance for special groups, DEET has asked providers (among other issues) what provision is being made for trainees requiring "remedial-type" assistance in order to meet the standards of performance envisaged in the training plan. Responses varied from State to State. The responses included:

- establishment of literacy level by tests followed by extra courses where appropriate;

- referral to volunteer literacy tutors;

- counselling and referrral to remedial classes done in traineees own time;

- remediation offered concurrently and in class with both off-the-job courses and on-the job;

- additional tutorial support;

- the development of new lesson material which integrates with the course.

Some States estimated up to 24% of their trainees required remedial assistance.

The approach to dealing with students with literacy difficulties in the A.C.T. has attracted attention. Bentley (1988) has reported her method of concurrent remediation at Bruce TAFE. After finding that separate preparatory classes were not successful for "at risk" students, they were placed in the normal 'Communications in the Workplace' course, but with the remedial teacher in attendance. A support tutorial was used to give students individualised attention to meet their needs. This approach helped the communications teacher and 'basic education' teacher to work together. Also, students see that the additional work being done is relevant to their needs and are more prepared to work on a problem area. The main difficulty seems to be the demands made on the teacher catering for ten students each with different needs.

5.2.2 Jobtrain

The Government has given high priority and allocated increased funding to adult long-term unemployed and sole supporting parents. Jobtrain is the new program to assist these groups as well as others, such as women returning to the workforce. Jobtrain incorporates the previous Youth and Adult training programs (YTP and ATP). Courses are still provided through TAFE colleges and private providers on a contract basis. A sample of a course proposal form from a TAFE College which includes a Basic Skills component is provided in Attachment E. While the content of the course proposed concentrates on skill training in a specific occupational area, four hours of the thirty each week is spent on basic skills - job related literacy and numeracy.

A recent report of the House of Representatives Standing Committee on Employment, Education and Training entitled 'Getting to Work' (House of Reps. May 1988) has some important comments on the place of basic skills in labour market programs. After commenting that one of the characteristics of long-term unemployed people is their lower-level educational attainment, it comments on their literacy problems specifically and quotes from evidence supplied to the committtee from the Wilston-Grange Adult Literacy Centre in Brisbane:

> "There is no point in putting on a whole lot of training courses to assist people getting back to the work force unless literacy is considered as a component and unless literacy is an issue in placing people in courses, so that people are asked to identify any literacy problems before they enter a course....CYSS for example, has run a course for unemployed youths, and after six weeks in the course they have discovered that the people are not doing very well in the course because they cannot read and write. They cannot take notes.(p.5)"

The report goes on to list the ways in which low level literacy is a handicap to the unemployed job- seeker:

- it restricts knowledge of job vacancies;
- it causes difficulty with form filling;
- lack of oral skills and self-esteem prevent job hunting;
- poor spelling ability restricts job chances.

While the basic skills courses under Jobtrain are important, there would seem to be a need for some refinement in the way they are provided. As the quotation from the House of Representatives report suggests, some assessment before courses are undertaken is essential, otherwise ability to benefit from the course will be restricted. Of particular importance is the provision of courses for non-english background students in Jobtrain courses. According to officers in NSW, these students are the major problem in course provision because of their inadequate English. One solution would be to provide extensive lead-in courses (after assessment) for several months before. Although such courses would be expensive, provided through TAFE or AMES, it appears to be the only way to ensure such students are accepted into the labour force. This issue was raised in the Jupp Report (1986, p.152). It recommended extending the scope of labour market training to include an extended period of basic vocational ESL learning before proceeding to work placements.

5.2.3 Skillshare

Skillshare is an integration of three former community-based market programs -

Community Youth Support Scheme (CYSS)
Community Training Program (CTP) and
Community Volunteer Program (CVP).

Each project is managed by a community 'sponsor' and is in line with the Government's aims to assist long-term unemployed and other disadvantaged unemployed to increase their skill levels. Skills training can be provided by the sponsor or through referral to other more formal programs and services.

Literacy and numeracy are regarded as significant elements in the training provided, but the training environment is friendly and non-threatening, and significantly different from traditional educational institutions. Because of the disadvantaged nature of participants, an attempt is made to have their literacy and numeracy skills brought up to a suitable standard before specific courses can be undertaken.

Courses are offered in job specific skills likely to lead to employment, or futher education and training, in job search skills and in general work skills and knowledge, which includes literacy and numeracy, and English language skills. Courses which include a literacy component include: Literacy and Life Skills, Job Search and Literacy, and modules on literacy and numeracy combined with introductory courses on medical and legal terminology, computer awareness, office procedures, bookkeeping and typing and word processing.

While there will be a tighter management information system under Skillshare than there was under CYSS, it will still be difficult to assess how effective, for example, the literacy training components of courses has been. These may be doubts about the qualifications of literacy course providers. The Australian Association of Adult Education is aware of the new guidelines for courses and would be in favour of community providers of literacy courses to link in with Skillshare courses.

5.3 Aboriginal Programs

The Government is working on an Aboriginal Employment Development Policy and an Aboriginal Education Policy, both of which are intended to give Aboriginal people equity in status with the Australian population as a whole. Both these programs recognise the role of improved literacy as a means of achieving the aim, whether it be through including a literacy component in a course or in an orientation course for entry to higher education.

However, there is no policy specifically for Aboriginal adult literacy and funding for literacy programs for Aboriginals comes from a variety of sources. Aboriginals have, in theory, had access to literacy programs provided in each State mainly through TAFE Colleges. Courses provided specifically for Aboriginals have been the means of Aboriginals having greater access to literacy programs. Although there are no general statistics, NSW TAFE had over 330 Aboriginals enrolled in 1988 in Adult Basic Education Courses. South Australia has a School of Aboriginal Education in TAFE, which provides access to literacy programs for Aborigines in all major Aboriginal centres, and in remote regions. In Victoria, only five institutions have been identified as having programs which include specific Aboriginal literacy components, although work is being done through the Further Education Division to develop Aboriginal motivation for their own courses.

There are special bridging courses run in some TAFE Colleges and Colleges of Advanced Education for Aboriginal students. They prepare students for a wide range of courses including a Teacher Education Program at tertiary level. Other means of organising courses which include a literacy component are 'Special Course non-Institutional Funding' whereby a State Office of DEET can hire tutors for courses required by Aboriginals and ABSTUDY or TAP Tutorial Assistance, whereby students in post-secondary education can obtain individual tuition for subjects. This often includes elements of literacy tuition. A table summarising provision is at Attachment F.

There is a need for co-ordination of Aboriginal Adult literacy programs and provision. In particular, it is a barrier to Aboriginal employment. The Australian Council for Adult Literacy paid some attention to encourage the setting up of a national body to co-ordinate such a development at its 1988 Conference.

## 5.4 Adult Migrant Education Program (AMEP)

Some justification for including the AMEP with a review of Adult literacy was given earlier in section 3. The high proportion of migrants with low literacy levels was noted. It has also been noted in the examination of other literacy programs whether provided by TAFE, non-government providers or labour market programs, that a high proportion of students attending literacy classes are from a non-English speaking background. There is obviously a great deal of overlap in the provision for both courses. The skills of listening, speaking, reading and writing are common to both. Also, there is considerable co-operation and common use of teachers within TAFE Colleges, where AMEP is provided in TAFE. One of the main differences in teaching migrants English and the teaching of literacy to an English speaking background student is the background, motivation and learning problems of the latter, who came with a history of failure. Many migrant background students also have literacy and learning difficulties and these are placed in smaller groups with specialised teachers who give more individualised attention, similar to courses provided for English speaking background adults with literacy problems.

The AMEP financial allocation dwarfs the Commonwealth's contribution to adult literacy in comparison. Its program is comprehensive, co-ordinated and well evaluated. A new national plan (1990-1992) sets out objectives, strategies, standards, performance indicators and evaluation priorities. It is in accordance with the new priority given to migrants in their first five years, particularly the first three years. Language proficiency levels are assessed and targets are based on the level of English needed to utilize their occupational and educational skills and to function effectively in Australian society.

A summary of expenditure on the program is given below. Commonwealth funds co-ordinate the program around Australia, while States are responsible for detailed implementation and management of service delivery through the Adult Migrant Education Services in each State and Territory.

ADULT MIGRANT ENGLISH EXPENDITURE

| | 1985-86 | 1986-87 | 1987-88 | 1988-89 |
|---|---|---|---|---|
| OPERATIONAL | $M | $M | $M | $M |
| Allocations to States/Territories and other service providers | 37.026 | 41.303 | 50.463 | 51.300 |
| Living allowances | 4.728 | 4.426 | 4.968 | 5.099 |
| Support services | 3.609 | 4.006 | 4.375 | 3.327 |
| Sub-total | 46.488 | 49.735 | 58.592 | 59.736 |
| Capital works at AMEP Centres | 0.431 | 0.441 | 0.789 | 0.830 |
| Total | 46.919 | 50.176 | 59.381 | 60.556 |

States vary in the way they deliver programs. In SA, WA, NT, TAS and ACT programs are delivered through TAFE. In NSW they are part of the Ministry of Education, in Queensland part of the Department of Employment and Training and in Victoria part of the Division of Further Education. However, at zone and regional levels, most providers are part of local program planning committees which bring together AMES, TAFE vocational and adult literacy and community groups. As there are over 500 community venues (in addition to major teaching centres) there are extensive relationships with community groups. Courses are also provided in the workplace. In 1987, the English in the Workplace Program enrolled 3,000 learners Australia-wide in over 275 courses, 90 per cent of which were in paid work time.

Additional data on the number of participants, by age and sex as well as data on the degree of improvement following participation in the AMEP is provided in Attachment G.

## 5.5 State Programs

Inevitably, some comment has already been made on programs in States and differences between them e.g. on the use of volunteers. This section cannot possibly do justice to the task of summarising the provision for Adult Literacy in States for both government and non-government providers. Apart from space available, there is paradoxically also a lack of precise information, although the ACAL is ensuring that there is better co-ordination and awareness of developments, for example, through their newsletter, 'Literacy Link'.

### 5.5.1 New South Wales

Mention has already been made of the NSW Department of TAFE Division of Adult Basic Education, which provides a variety of courses in basic literacy and numeracy, such as:

Reading and Writing for Adults
Refresher English
Maths Workshop
Literacy Volunteer Tutoring.

It is important to keep in mind the co-oporation between this Division and the Labour Market Programs provided by TAFE. Teachers from the Division are called on to assist with courses for Labour Market Programs.

Students in literacy courses are placed in small groups of around six students. The levels of literacy can be quite varied and the skills taught vary from reading, writing, spelling and essay writing. Courses are run usually twice a week in the day or evening and are tailored to student needs. It may be considered appropriate to provide individual tutorship with a volunteer tutor if there are particular social, emotional or physical reasons.

There were some 7,400 students enrolled in Adult Basic Education courses in 1988 with 160 full-time teachers. Of these 20% are Adult Literacy Officers who train volunteers and supervise the volunteer teaching process. Some courses have been introduced in the workplace in employer's time. Some attempts have been made at concurrent (literacy with other e.g. labour market courses) but this has been found very demanding on the teacher.

Generally, the Division is considered by far the best funded of any basic skills teaching unit in Australia. Staff are carefully selected and trained. Less emphasis is placed on volunteer tutoring than in other states, but it is used when considered appropriate.

Adult literacy is also provided by the NSW Board of Adult Education. The Board has a particular responsibility for Community Adult Education Centres (CAEC's) which receive funds from the Commonwealth via the Board for Programmes in their Centres. The CAEC's are represented by the Association of CAEC's. In 1988 there were 31 accredited CAEC's. The Centres do not specialise in literacy but provide courses for adults wanting to re-enter the labour market or make a start in upgrading their educational qualfications. Many mature age graduates have their first re-entry to education through an Adult Education Centre.

The Board also has responsibility for Evening Colleges. (This is a misnomer as courses are provided in a variety of Centres such as schools or churches during the day.) Colleges provide tuition in a wide range of courses but particular emphasis through the funding of National Policy on Languages money is for literacy courses. For a variety of reasons, including class size and the cost of premises, College courses are provided at a much lower cost than TAFE courses.

The Board of Adult Education is also involved in providing Skillshare courses under contract from DEET. Officers involved are able to hire 'shop-front'-type locations close to CES offices and close to where employment is located. The Board officers recognise the need for additional time to be allocated for students with literacy problems and the need for CES to select students carefully for courses as inappropriate placement results in further disillusionment for the student.

5.5.2. Victoria

The early years of adult literacy in Victoria were heavily influenced by the Council of Adult Educaiton (CAE). In the early 1970's the Council had a concerned interest in educationally disadvantaged adults and influences on its literacy activities were strongly in the direction of moving literacy teaching out of an institutional structure towards a task force of group leaders and volunteers who would work in homes, factories, libraries, church and community centres. Group leaders and volunteers were selected not primarily because of professional qualifications. People with the qualities of good counsellors were thought to be the right people for teaching adults with low literacy (Nelson, 1984).

By 1984, TAFE funded two thirds of the adult literacy provision, but the effort in local communities did not decrease. They operate independently while having access to the resources and expertise of the C.A.E. They operate with volunteers and a paid co-ordinator funded usually by TAFE or local service organisations. A lobbying and co-ordinating body which attempts to promote both community and TAFE activity in Victoria is the Victorian Adult Literacy and Basic Education Council (VALBEC).

The Report of the Ministerial Review of Adult Education in Victoria (The Edgar Report, 1988) gives a comprehensive summary of the somewhat complicated provision of Adult Literacy in Victoria. The report notes that basic education is a part of a continuum which is "critical for the full participation of individuals in the life of society." It also lists the number of programs and style of provision of basic education in Victoria, as set out below.

Providers of Basic Education Programs

| Provider | Number of programs |
|---|---|
| TAFE College | 17 |
| Major TAFE Provider | 3 |
| Government Institutions | 4 |
| Community Program - TAFE-funded paid Coordinator | 35 |
| Community Program - TAFE-funded Unpaid Coordinator | 30 |
| Community Program - Other funded Paid Coordinator | 2 |
| Community Program - Other funded Unpaid Coordinator | 7 |
| No Response | 2 |
| TOTAL | 100 |

Style of provision of basic education

| | | |
|---|---|---|
| Number of students 1:1 | 1842 | 44% of students |
| Classes and groups | 2007 | 48% of students |
| Correspondence | 148 | 4% of students |
| Other | 148 | 4% of students |
| Total No. of students | 4145 | |

The numbers of students are divided almost equally between TAFE Colleges (33%) and TAFE Community providers (34%). The CAE and other community providers cater for the remainder. With regard to funding, sources (1985/86) are as follows:

| | |
|---|---|
| TAFE Colleges | $696,260 |
| Regional TAFE Boards | 27,023 |
| Community Providers | 27,478 |
| Voluntary Adult Learning Groups | 24,404 |
| Designated Grants | 341,000 |
| CAE | 130,000 |
| Other non TAFE | 200,253 |
| TOTAL | $1,446,418 |

It should be noted that as from November 1988 Adult Literacy in Victoria came under the Division of Further Education which is part of the Ministery of Education. It was then dividied off from Technical and Labour Market provision.

The Edgar report draws on a survey of Adult Literacy in Victoria by Kindler (1986) which emphasises the high use of volunteers to provide tuition and co-ordination and it comments that while their commitment is educationally vital, it needs to be supplemented by small group tuition both by community providers and in colleges, if student needs for a continuum of opportunity are to be met (Edgar Report 1988). The report also points to the small percentage of the population being reached, the under-resourced provision and the need to link adult literacy/basic education programs with needs of particular groups such as migrants, Aborigines, women workers, disabled and rural workers.

Victoria has been most active in the provision of research and evaluation in the area of Adult Literacy. The most comprehensive was undertaken by Audrey Grant (1986) and titled "Opportunity to do Brilliantly - TAFE and the challenge of adult literacy provision in Australia." The research was funded by Commonwealth Department of Education and attempts to contrast two models of adult literacy provision in Victoria, one providing small group tuition, the other using volunteer tutuors and one-to-one provision.

Another report by Kimberley (1986) entitled "Community Learning - The Outcomes Report" prepared for the Victorian TAFE Board, documented the educational and vocational outcomes of attendance at community-based adult education courses. The research showed that Community providers played a vital role in preparing adults for courses in TAFE; 83% of courses offered had direct or indirect vocational relevance. It also showed that for the Eastern Region of Melbourn, 51% of women and 8% of men enrolled in TAFE through community courses. Such courses clearly contribute to the implementation of social justice.

A very insightful study into literacy students and the provision for them at Holmesglen College of TAFE, was completed in 1984 by Coates and Sutherland. Examples and statistics of the high proportion of students who proceed to further study is documented. The report concludes that "given encouragement and careful guidance, adults with poor literacy skills can, and do, improve their skills, undertake further study and become valuable contributing members of society. The results are staggering considering the overall small and unreliable contribution of TAFE funds for this purpose."

### 5.5.3 Developments in Other States

There have been many differences in type and rate of adult literacy provision in different States. The increased focus on literacy in recent years with encouragement through ACAL, and ALAC has helped to strengthen States which were slow to develop. An example of Adult Literacy Action Campaign encouragement is the publication of 'Good Practice', which documents good practice and materials in adult literacy around Australia.

It is also clear in reports from State ACAL representatives in "Literacy Link" the newsletter of ACAL, how important the National Policy on Languages funds have been in promoting this development. For example, in SA, until 1988 there was no community based provision for adult literacy apart from TAFE. Funds were provided for community provision from ALAC to the S.A. Council for Adult Literacy. It also appears that as greater emphasis is being given in courses to improve access to employment, that the role of adult literacy is becoming recognised as an essential part of the process. This is, in turn, putting a strain on the resources available, particularly for trained staff. Concurrently, in several States, as in Victoria, there are recent or impending changes in the administration of Technical and Adult/Further edudcation which adds tension and uncertainty to whether the new arrangements facilitate the best provision.

Space and time have limited including many other reports and developments in States and Territories although some have been mentioned incidentally. One major report however, on a literacy program in Northern Territory deserves mention. The report by Doherty in 1987 is a comprehensive investigation of students in the Darwin Institute of Technology. It assesses progress into work and further study. Sixty per cent of students planned further study but many of these required continuing support.

## 6. Summary Issues for Future Directions

The first issue in considering the role of the Commonwealth in Adult Literacy is to consider whether it is an issue which is of national importance. The number of adults in Austalia with difficulty sufficiently severe to prevent them functioning in society, including the prevention of their participation in the labour market, has been considered to be an issue that warrants national concern and Commonwealth initiatives. There are clearly benefits to the nation in having fewer people dependent on Social Security benefits, but there are personal, humanitarian motivations concerned with individual fulfilment and rights which are also national concerns. The two levels of concern, personal and national, interact for the benefit of both.

Adult literacy differs from other areas of Commonwealth involvement in education in its purpose and the manner in which it is funded. The students involved are often severely lacking in self confidence; they have failed to achieve competence in an essential skill that most of society takes for granted. The style of teaching therefore needs to take student's personal needs into account in the coming to terms with failure as well as building of confidence and the teaching of skills. The use of one-to-one teaching and small group tutoring, often in a non-threatening community-based environment, has been a proven means of leading adults with low literacy into confident social involvement, further education and employment.

The Commonwealth has been involved in funding this type of adult literacy provision in the States and Territories. Although the impact of this funding has not been evaluated generally, its influence is considered to be essential in seeding new developments and supporting the infrastructure that has been supplied by State funding. The Commonwealth has played, and has the opportunity to continue to play, an appropriate national role in supporting this infrastructure and in stimulating emphases in areas of national concern.

The more specific area of Commonwealth concern is the funding of labour market training programs which include a component of literacy or basic education. Clients in these courses are frequently long-term unemployed and may be educationally disadvantaged in their chances at finding employment. These programs aim to give training assistance closely linked to both individual needs and local labour market conditions. However evidence collected from reports, teachers and program managers, has indicated that the educational needs cannot be met in a short term course and that the benefits from the course are minimised because of low level literacy.

Another similar issue that arises for labour market program provision is the related matter of English proficiency for migrants. English language and literacy needs tend to overlap for many of these clients except that there is less stigma attached to not being able to speak English. Many job-seekers with insufficient English are not able to acquire it through AMEP and in any case they have been in Australia more than five years and will under AMEP's new policy, not come within the major focus of the AMFP program. The picture emerges as the Jupp review stated "of the most disadvantaged job seekers being excluded." The implications of the non-English speaking background student exclusion from AMEP could be considerable for State TAFE programs.

The transfer of the Advanced English Program for Migrants to TAFE is even more appropriate in the light of the new emphasis of AMEP. However, its focus appears to be too wide so that it competes with some AMEP provision. The allocation could well be more closely related to the Department's labour market concern and provide assistance to those seeking employment more in line with their overseas qualifications.

A further major impetus and justification for the Commonwealth's involvement in adult literacy (and basic education) is the move towards industry restructuring and award structures which cover broader and more flexible skill groupings. The statement by the Minister for Industrial Relations on "Labour Market Reform", emphasises the opportunity that will need to be given to retraining and upgrading existing skills. Requirements for literacy as part of the broad range of skills required by the revised award structures, will clearly place demands on the existing provision for teaching adults basic skills.

Failure to provide opportunities to improve low level literacy skill will perpetuate inequalities and ensure that further opportunities go to the relatively advantaged. Another consequence would be the continuation of a narrow skill base. It is likely that those particularly affected would be women, returning to the workforce and long-term unemployed youth who lack self-confidence. Evidence points to employers requiring confidence in new employees (Williams and Priest, 1978). The acquiring of literacy is a prime ingredient in achieving confidence and self-respect.

Probably the most obvious requirement in the field of Adult Literacy is for better co-ordination, policies and evaluation at the national level. The growing involvement of AACLAME and the prospects of I.L.Y. activity in the area, as well as the impetus of ACAL, indicate promise for the future. But the constant concern of professionals in the field is for Government recognition of the need and the provision of consistent long-term funding which will enable the development of a permanent skilled and recognised staff. There would be dangers in mounting a large national campaign to combat illiteracy without the means to cope adequately with its outcome.

There are also basic questions in the provison of literacy courses which still beg to be answered. Some of these are suggested ALAC National Projects for 1988/89 (Attachment D).

- Which type of course is most cost effective?
- When is one-to-one tutoring required?
- How do TAFE courses compare with community-based courses?
- What can Australia learn from overseas experience?
- To what extent can adult literacy problems be prevented at the school level?
- What are the implications of technological innovations for literacy teaching?

Impetus from the Commonwealth level at this stage, would be the only appropriate way to further the policy development required in dealing with the issues raised in this section.

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## The Policy of the Australian Council for Adult Literacy

> The Australian Council for Adult Literacy affirms that all Australians should have the opportunity to acquire the knowledge and skills necessary to manage their own lives and function as participating members of a democratic society. It is therefore committed to the development of adult literacy and basic education which are concerned with the acquisition of numeracy and communication skills, including skills to read, write, listen and speak, and the acquisition of the basic knowledge necessary for living and working in contemporary society. It values skills in reading and writing not merely for themselves, but as skills which enable the individual to acquire the knowledge and develop the confidence and the sense of power and responsibility without which his or her effective and co-operative participation in a democratic community and, ultimately, a democratic society, would not be possible. It, therefore, considers that universal literacy, or near universal literacy, is necessary to make a modern democracy workable.
>
> The Australian Council for Adult Literacy believes that the field of adult literacy and basic education needs to have its own structures and plan of development in order to realise the principles and practices set out in this policy document. Adult literacy and basic education provision must take into account the sensitive and specialised learning needs of its students. These needs require styles of provision which are particular to adult literacy and basic education, namely individual tuition and college - and community-based programs.

## The Need for Adult Literacy and Basic Education

Literacy difficulties in the Australian adult population are extensi
A survey revealed that 3.7% or 370,000 of the adult population whose first language is English cannot read. For those whose first language is not English, the survey found that 55.8% or 800,000 could not read everyday English, making a total of over one million Australian adults. The gaps in provision are indicated by the fact that fewer than 20,000 adults, or two per cent of those in need, are currently being helped.

The reasons for adult literacy difficulties are diverse. Despite compulsory universal childhood education, social factors such as childhood illness, emotional difficulties, disadvantaged families, itinerant parents or inadequate and inappropriate education may mean that basic reading, writing and numeracy capacities are not developed by some children. As adults they may make the decision to pursue these objectives for themselves. Provision must exist



Cont >

for this to be possible. There will always be adults needing adult literacy and basic education programs. Because of their past educational experiences and failures and consequent low self-esteem and because of the stigma society attaches to non-achievement in this area, many adults are ashamed and reluctant to approach programs. Their learning needs may be so sensitive that individual assistance must be available at a community level as well as through programs organised in educational institutions.

The costs to society of inaction in this area are too great to ignore. The personal and social costs of not being adequately literate and numerate are enormous. For an individual adult it can often mean less flexibility in life, frustration in everyday reading and writing activities, low confidence and dependence on others.. For society it reduces employment potential, produces social and psychological difficulties, creates barriers for the children of adults in these circumstances and results in economic inefficiency. For instance, the inability of people to fill in public forms correctly costs Government millions of dollars each year. Moreover, many adults cannot avail themselves of further education, training and re-training opportunities because of literacy and numeracy difficulties.

The success of adult literacy and basic education programs should be seen in personal, social and educational terms. The programs can stimulate further education aims and provide access to further study. They can improve the employment status of unemployed and under-employed people and develop learning and confidence which make new personal achievements possible.

**Principles.**

The Australian Council for Adult Literacy asserts the following principles:

1. Education should be seen as life long for all Australians.

2. The needs, goals, perceptions, learning styles and experience of adult students should determine the nature and purpose of the tuition they receive in adult literacy and basic education programs.

3. Adult learners have the right to direct their own learning and to share in program decision-making and planning.

4. All adults who need literacy and basic education should have a right of access to appropriate programs free of charge.

5. Literacy and basic education involve an approach to learning which integrates reading, writing, listening, speaking, computing and thinking.

6. The educational processes used in literacy and basic education programs should foster the development of confidence, as well as knowledge and skills.

7. The education processes used in literacy and basic education programs should help to develop critical thinking about an individual's place in society, and an understanding of the



Cont..3..

political, economic and cultural contexts in which we live.

8. The development of adult basic education should be seen as an integral part of community development.

9. The confidentiality of students must be respected.

10. The roles of tutor/teacher and learner are interchangeable at times : both can gain from the learning experience.

11. People who know how to read, write and communicate and who have empathy for others, have the potential to help others to read and write.

12. A wide variety of learning opportunities should be developed, responsibly and creatively, to allow access and learning for different students.

13. The effective provision of a wide variety of programs entails a wide variety of staffing arrangements including paid and volunteer workers.

14. All adults should have equal opportunity in adult literacy and basic education programs to meet individual goals.

15. Learning with volunteer tutors in adult literacy and basic education should be recognised as an appropriate educational choice available to students.

16. Voluntary workers should be provided with proper training, resources and support services : these services should be provided by paid staff.

17. Evaluation of programs and services should be carried out to maintain quality and should reflect the aims, perspectives and experiences of program participants.

18. Opportunities should exist for students from literacy and basic education programs to move easily to other further education programs and such opportunities should be actively promoted.

Practice:

The Australian Council for Adult Literacy advocates the following practices:

1. A strong base of continuing adult literacy and basic education provision should be assured.

2. The current levels of provision should be improved and new programs developed to meet the adult literacy and basic educati needs of the Australian population.

3. Funding should be directed through both appropriate government educational agencies and community based organisations in order to promote wide variety of access and provision.

4. Provision should include choices : individual and group tutorin in varying locations, specific content programs, part-time and full-time courses and distance learning.



Cont..4..

5. Provision should respond to the various needs of different groups in the community such as unemployed, workers, women, youth, Aborigines, migrants, prisoners and people with disabilities.

6. Learning programs and materials should be negotiated with students and should reflect adult concerns such as work, home, community participation, further education, health, parenting and leisure.

7. Programs should focus on skills which give students access to information about language, culture, society and technology as well as the ability to apply that information and to acquire further knowledge.

8. Central and regional support should be provided for local programs and should include teaching resources and materials, pre-service and in-service training for volunteers and paid workers, curriculum and methodology development, information and advisory services and development of publications.

9. Educational counselling, advisory and support services should be provided for students.

10. Labels for students, such as "dyslexic", "illiterate", "reading age" should not be used as they can have negative effects on learning.

11. In making staff appointments, academic qualifications are an advantage but not essential. Priority should be given to personal qualities, relevant experience and commitment to adult learning principles and practice.

12. A range of accredited courses for adult literacy and basic education workers should be developed and made available. Such accreditation should not exclude or disadvantage the employment of those who have demonstrated their expertise by experience and competence in the field of adult literacy and basic education or in an equivalent field.

13. A range of options should be established for the achievements of students to be recognised in terms of goals determined by the students.

14. Procedures for matching volunteers with students are necessary as some people may not be suited to the nature of the work.

15. Paid positions should be available for co-ordination of volunteer literacy programs. The size of the student-tutor groups and the size of the area covered should determine the number of paid hours available.

16. Staffing in the TAFE system should be adequate to respond to community needs for adult literacy and basic education programs, to meet the literacy and basic education needs of current students in other TAFE programs and to provide bridging courses to other technical and further education programs.

17. Every effort should be made to raise the public awareness of the importance of adult literacy and basic education and

Cont...5...

the availability of provision and to increase public support for and participation in adult literacy and basic education.

18. Adult literacy and basic education workers should develop a network of community contacts in order to foster co-operation and co-ordination of services.

19. The development and extension of community-managed initiatives should be encouraged in order to reach students.

20. Participatory research should be conducted into the extent and nature of literacy difficulties in the community and into the quality and effectiveness of existing programs.

SUMMARY OF COMMONWEALTH EXPENDITURE ON ADULT LITERACY THROUGH STATES GRANTS AND ADULT LITERACY ACTION CAMPAIGN (ALAC) (NATIONAL POLICY ON LANGUAGES) FUNDS

Total funds available under States Grants: $1.089 million
Total funds available under ALAC: $1.71 million

New South Wales

1. Literacy campaign through videos - to provide national resources to meet the needs of isolated students, including prisoners, "employment related" students (including shift workers, seasonal and itinerant workers and workers affected by redeployment and retraining), rural students, and Aboriginal, NESB adults and adults with disabilities. Outcome will be a series of videos primarily teaching literacy/numeracy and basic vocational skills and providing information about other existing training, retraining and further education.

   States Grants: $217,000
   ALAC: $270,000

2. TAFE Local initiatives - funds allocated for initiatives developed locally by teachers of adult basic education in TAFE colleges. Projects to be given priority according to the guidelines for the States Grants Act which is "designed to enable States to offer courses to combat illiteracy by directing attention to the attainment of:

   1. Skills in communication, literacy and numeracy.

   2. Skills to facilitate greater and enriched participation in society.

   3. Skills needed for economic participation in society.

   States Grants: $90,000
   ALAC: -

3. Developing evening college and other community group literacy programs

   Continuation of funds previously allocated to NSW Board of Adult Education under States Grants (Tertiary Education Assistance) Act, to develop existing programs run through evening colleges and other community groups.

   States Grants: $45,000
   ALAC: -

4. Regional Councils of Adult Education Literacy programs for rural areas

   Six regional councils to be funded to promote availability of literacy programs, develop work-based adult literacy programs (particularly in mining towns), incorporate literacy skills in existing adult education classes, create in-service packages

etcetera to enable community workers to identify and assess literacy needs, and provide weekend workshops (eg writing) for isolated students.

States Grants: -
ALAC: $180,000

5. Aboriginal Reading Resources

Aims to improve Aboriginal reading material by coordinating the written material produced by Aboriginal students in courses and the local community, and by using local oral histories of Aboriginal communities in NSW as the basis of literacy materials. This is expected to improve Aboriginal access to literacy, education and employment and to have a positive impact on motivation.

States Grants: $15,000
ALAC: $30,000

6. The enhancement of participation by women in employment and education.

The project will provide information about the specific nature and contribution of women in Australian society, produce resources outlining employment and education opportunities available to women, encourage women to participate in non-traditional fields, enlighten adult male and female students about the variety of role models for women in Australian society and produce literacy materials relevant to these aims.

States grants: -
ALAC: $20,000

7. Student Conference "Brighter Futures"

A one-day student conference in August or September 1988 to encourage new students to participate in adult basic education courses, and to encourage present and future ABE course participants to look beyond ABE courses to training programs and access to courses which will improve employment opportunities.

States Grants: -
ALAC: $9,920

8. Participation in adult literacy programs: a longitudinal study

To provide a longitudinal study of about 75 students in two TAFE colleges and one evening college. The study will assess participation and drop-out rates in adult literacy programs, assess reasons for drop-out, assess changes in students' goals and progress in courses, and assess articulation to other educational/vocational programs.

States Grants: -
ALAC: $12,000

New South Wales, cont.

9. Evaluation of teaching practices in functional literacy in the workplace

Target group here are learners in four classes in the English in the Workplace program, who are frequently NESB. Objectives are to identify new or adapt current approaches to the teaching of functional writing in the workplace, examine present time restrictions and arrive at feasible time frames for the achievement of program goals, document effective teaching strategies and provide examples of appropriate materials, identify staff development needs in the area of English (writing) in the workplace, provide the program with a range of testing instruments for initial and post assessment of students and relate findings to other teaching situations in the workplace and TAFE.

States Grants: -
ALAC: $7,306

10. Work-seeking literacy for the young

Aims to enable young unemployed non-literate in English migrants with at least an intermediate proficiency in English to develop reading and writing skills and strategies required in seeking work. Objectives to include familiarising learners with sources of information and resources to assist in job-seeking, enabling learners to locate and read job advertisements, read and compile job application forms, write resumes and simple job application letters, and developing greater awareness of work opportunities.

States Grants: -
ALAC: $11,700

11. Women, literacy and employment

Target group for this program is migrant women with at least intermediate oral proficiency in English. Program will aim to enable learners to develop their reading and writing skills in English within the context of specific employment and/or training needs, and to develop confidence and knowledge and awareness of employment and vocational training opportunities.

States Grants: -
ALAC: $24,000

12. Women, literacy and the community

Target group is migrant women with intermediate oral proficiency. The program aims to: enable learners to develop their reading and writing skills and strategies in English in order to have greater access to community resources and institutions, particularly schools, the media, health and welfare; enable learners to fulfil personal writing needs in English and to develop confidence and self-esteem.

States Grants: -
ALAC: $10,244

TOTAL (STATES GRANTS): $367,000
TOTAL (ALAC): $575,170

## Victoria

### States Grants

Primarily continuation of 1987 projects.

1. Expanded provision of learning opportunities:

   . Grants to 16 different local providers across the State. $114,300

   . Grants towards regional coordination in 5 different regions (including Executive Officer of VALBEC) $109,000

2. Development and acquisition of course materials $3,500

3. Staff development (including numeracy tutor training and some Victorian Adult Literacy and Basic Education Council workshops) $48,200

TOTAL $275,000

### Adult Literacy Action Campaign

1. Expanded provision of learning opportunities:

   . Allocations for local programs and activities through Regional TAFE Boards and Further Education Committees in the following regions: Eastern Metropolitan ($27,030), Northern Metropolitan ($19,030), Central Metropolitan ($19,890), Western Metropolitan ($16,280), South./W'port ($24,990), Barwon/South-West ($19,472), Central Highlands/Wimmera ($17,432), Goulburn/North-East ($15,882), Loddon/Mallee ($18,452), Gippsland ($20,492), Albury/Wodonga ($6,636) $206,500

   . Grant towards regional coordination in 3 regions: (Central Region ($20,000), S/W'port Region ($16,500) and Northern Region ($16,500) $53,000

   . State adult literacy coordinator + administrative assistance $50,900

   . Support for student groups $20,000

   . Distance literacy provision $10,000

   . Student writing weekend $9,000

2. Development and acquisition of course materials and equipment: state resources action research $17,000

3. Curriculum development: particularly for small group literacy activities $20,000

Victoria, cont.

4. Staff development:

| | |
|---|---|
| . state training and field officer | $37,000 |
| . range of staff development activities | $26,600 |
| TOTAL | $450,000 |

Further details of funding allocations by region and activity are available.

Queensland

In 1987, Queensland received $351,000 from Designated Grants, Special Course Provision, for adult literacy. In 1988, Queensland has received only $170,000 from the States Grants (successor to the Designated Grants). This means that money allocated to TAFE Queensland from the National Policy on Languages will not increase Queensland receipt of Commonwealth monies for adult literacy significantly for the 1988 calendar year, which had been the original intention of the policy. As a result, Queensland will not increase adult literacy provision in 1988.

Funding to include:

1. Adult literacy small group and individual course and activities provision (including part-time teaching/tutor training/ materials/contingencies) in 20 colleges (Bald Hills, Bundaberg, Cairns, Central Highlands, Gladstone (two colleges), Gold Coast, Ipswich, Kangaroo Point, Mackay, Maryborough, Mount Isa, Rockhampton, Seven Hills, South Brisbane, South Burnett, Sunshine Coast, Toowoomba, Townsville and Yeronga) and the Technical Correspondence School.

   States Grants: $170,000
   ALAC: $170,000

2. Expansion of the Adult Literacy Information Service (including education officer costs ($25,000), clerical assistance/travel ($10,000) and materials ($10,000)

   Tasks to include management and coordination of information and materials development projects, training new adult literacy staff and proposed regional coordinators, assisting staff development in high priority regions, holding State Seminars for professional development of trainee literacy staff, developing a distance tutor training course and production of suitable support materials for distance literacy provision

   ALAC: $45,000

3. Part-time Regional Literacy Coordinators ($50,120) and materials ($4,880)

   Tasks to include overseeing and management of existing regional programs, aiding establishment of programs in areas of high literacy and numeracy needs, and training adult literacy staff and volunteer tutors.

   ALAC: $55,000

4. Research into issues on adult literacy (including contingencies)

   May include work place literacy, literacy/numeracy requirements of individuals attempting to enter or re-enter the workforce, and documentation of good teaching practice.

   ALAC: $20,000

TOTAL (STATES GRANTS): $170,000
TOTAL (ALAC): $290,000

Western Australia

States Grants

1. Expanded provision of learning opportunities

   . continued expansion and support of network of volunteer tutor groups in consulation with TAFE regional coordinators.

   . continued liaison with government bodies and community welfare agencies to set up appropriate courses.

   . launching statewide advertising and publicity campaign to attract students and volunteer tutors statewide.

   . investigation of community small group tutoring for clients with special needs.

2. Development and acquisition of course material and equipment

   . further development of distance training videos, particularly up-dating numeracy segments.

   . maintenance and extension of central adult literacy resource centre and rural literacy resource collections.

   . acquisition of further computer software for self-paced literacy/numeracy learning.

   . development of further adult numeracy resources for students and tutors.

3. Curriculum development

   . development and production of teaching videos for specific aspects of literacy/numeracy tuition.

   . development of computer software for adults in spelling, comprehension and basic numeracy skills.

   . production of spelling manual.

   . production of ESL supplement to distance training materials.

4. Staff development

   . continued training and support of volunteer tutors and staff from colleges and community agencies wishing to train in approaches to teaching basic literacy and numeracy.

   . further workshops on using computers in basic literacy/numeracy.

   . series of numeracy workshops designed to develop personal skills in "new" concepts in basic numeracy.

   . workshops on specific aspects of literacy teaching to enhance teaching skills.

TOTAL COSTS: $95,000

Western Australia, cont.

Adult Literacy Action Campaign

Proposals to be funded under ALAC in WA in 1988, according to the director of Technical and Further Education, are:

| PROVIDER | TITLE | $ |
|---|---|---|
| TAFE | Upgrading college provisions | 50,000 |
| TAFE | Country centres | 30,000 |
| TAFE (External Studies) | Open learning packages | 20,000 |
| Good Samaritan Industries | Literacy/Numeracy classes | 5,907 |
| TAFE | Tele-conferences: Community Coordinators | 2,500 |
| TAFE | Mobile Resource Units | 10,000 |
| TAFE | Information Service | 3,000 |
| TAFE | Advertising campaign | 6,000 |
| Swan Literacy | Computer for literacy/numeracy | 6,000 |
| TAFE | Annotated resource list | 16,000 |
| WAALC | Independent spelling guide | 7,000 requested |

TOTAL ALAC FUNDS AVAILABLE: $155,000

South Australia

States Grants:

Over the last three years Commonwealth funds have been used to establish contract positions in the literacy field in the 21 Colleges of TAFE in South Australia, rather than allocation of part-time instructor funds for program delivery. States Grants funds support growth in vocational literacy activities and development of a range of models of literacy intervention.

TOTAL FUNDS AVAILABLE: $92,000

Adult Literacy Action Campaign

1. Allocation to community providers

Office of Tertiary Education to administer $25,000 to support community based providers.

2. Allocations to TAFE Colleges ($104,500)

To include:

- expansion of literacy services in country areas experiencing economic crisis, relocation of families and re-entry of farmers and their families to the paid labour force (Eyre and Light Colleges)
- work-based outreach programs to workers in the Southern industrial areas with low levels of literacy (Kingston College)
- Community Literacy Program for parents as attempt to break illiteracy cycle (Port Adelaide College)
- development of more adequate referral and cooperative literacy services between Advanced English, AMES and Adult Literacy practitioners, particularly in country towns whose migrant population is under-served by current targetted migrant language programs (South East, Whyalla and Kensington Colleges).
- development of mechanisms of referral and literacy support for unemplyed through liaison with CES and other agencies (Whyalla College).
- development of full- and part-time courses rather than classes in basic adult education to meet needs of students seeking to enter vocational courses (Marleston and Adelaide Colleges). to apply moving : trade courses.
- general increase in level of activity in current community program through expanded contract appointments and increased allocations for hourly-paid staff.

3. Curriculum and resource development ($21,500)

- pilot program to investigate need for basic literacy/numeracy award for those in the community who wish for formal acknowledgement of these skills for employment and/or entry into vocational training. happening

South Australia, cont.

- development of series of video tapes as teaching aids for mastery of grammar and structure for dissemination to TAFE Colleges and other providers.

- multi-mode developments in association with Tea Tree College, a rapidly expanding area with low levels of service but currently investigating applications of technology to learning in all areas as preparation for building of new "lighthouse" campus.

- regular networking of practitioners to facilitate cooperative development of new resources.

4. Staff Development ($3,000)

To promote development of integrated vocational and community literacy model for all TAFE Colleges, through heightening skills and awareness of TAFE access staff about literacy and skills of vocational lecturers in addressing literacy needs of students

5. Publicity ($3,500)

State-wide campaign on radio and television to encourage participation in literacy learning options.

TOTAL FUNDS AVAILABLE UNDER ALAC: $157,500.

Tasmania

The Adult Literacy Program in Tasmania, funded by the States Grants and ALAC, concentrates on expanding course provision and developing and acquiring course teaching and learning materials. The program's objectives are:

- to maintain regional coordinators' hours, to enable greater support and training for the community-based volunteer tutor network, to focus particularly on adults older than 24 years old, and to extend the range of choices in tuition of basic skills.
- to develop innovative programs of tuition: class programs of learning, more choices for adult students in basic skills classes, more hours of tuition offered in classes.
- further development of programs serving community organisations.
- further initiatives in industries and outer-suburban and rural neighbourhood centres.
- to review and assess statewide distribution of resources and to re-organise according to changing demographic demands.

States Grants

1. To maintain 1987 program in 1988 $11,930

2. To extend the existing provision through extension of coordinators' hours in Devonport and Burnie, and assistant coordinators' hours in Launceston and Hobart. Extended hours to be used to recruit, train and support additional volunteer tutors
Total: $36,270

3. Administrative costs $ 1,800

TOTAL: $50,000

Adult Literacy Action Campaign

1. Workbase - A Workplace Basic Education Project (salaries: $22,000; project costs: $7,000; administrative costs: $1,800)
Total: $29,000

Workbase aims to develop opportunities for workers in particular work sites who are educationally disadvantaged and vulnerable in the current labour market. Initial courses offered will be for 2 hours x 10 weeks, with the option of continuing for a further 10 weeks. Objectives are to deliver basic education to workers at possible risk of unemployment, preferably in work time at the workplace, to develop a Workplace Basic Education philosophy and practice responsive to changing needs of industry and society, to develop appropriate workplace curriculum methodology and evaluation and to encourage industry to assume responsibility for education/training role to meet needs of workers.

Tasmania, cont.

2. Adult Literacy Resources Development (salaries of project officer, clerical assistant and graphic artist: $12,550; travel: $1,500; project materials and equipment: $4,000; incidentals: $1,150)

Total: 19,200

Project aims to appoint project officer and support person to identify, develop and evaluate appropriate learning materials for adults learning basic reading, writing, maths and communication skills. Resources produced to include basic education handbooks on driving, cooking, gardening, job-seeking, and basic learning packs on time, money, health, employment, edcuation opportunities, safety etcetera appropriate to Tasmanian work and community life. Will lead to the development of a statewide network for the exchange of materials and ideas.

3. Administrative costs: $1,800

Tasmania is also interested in, but has no current funds for developing and assessing evaluation procedures, development of community-based student and tutor support groups, work experience programs for Adult Literacy Basic Educaiton, and development of numeracy-trainers pack.

TOTAL: $50,000

Northern Territory

States Grants: $40,000
ALAC: $30,000

Total: $70,000

Submissions from the NT did not differentiate between sources of funding. NT proposes to support the following:

1. Expanded provision of part-time day and evening classes through Adult Migrant Education Centre

To enable day (6hpw x 40 weeks) and evening (4hpw x 40 weeks) classes (up to 15 students per class) in literacy for migrants on on-going basis. Costs to cover teachers' salaries, course development and evaluation, payroll tax and materials

Total: $13,268

2. Development of curriculum and materials for self-access centres and distance learning modes through Adult Migrant Education Centre

To develop and adapt materials for use in self-access centres in Darwin and Alice Springs, and to develop program for low literacy learners through distance learning mode using video presentation. Tutorial hours provided by trained teachers also to be funded. Costs to include salaries, payroll tax consumables and tutorial hours in five centres.

Total: $12,897

3. Project Read Adult Literacy Action Program through Darwin Institute of Technology

Seeks new funding to extend the present scope of Project Read, which has operated successfully for a number of years, involving both volunteer tutors and paid staff, to offer programs in basic numeracy, specialised tutoring for Aboriginal adults and specialised tutoring for intellectually disabled adults. Costs include salaries for a tutor for Aboriginal literacy and a tutor for the intellectually disabled and secretarial support, consumables, development and acquisition of course materials and equipment and staff development (including tutor training workshops, production of tutor training material and consultation with interstate adult literacy network.

Total: $26,600

4. Provision of initial literacy courses in 11 communities through NT Department of Education, TAFE Division

Provision of 12 programs of a 50-hour initial literacy course through NT Open College in 11 Aboriginal communities (Pularumpi, Nguiu, Bagot, Maningrida, Oenpelli, Yuendumu, Kalano, Kalkaringi, Barunga, Ngukurr and Nhulunbuy (2 programs)) where demand exceeds supply. Each program for 10 - 15 students. Each course to cost $1,246.

Total: $14,592

Additional costs (for students requiring additional training beyond 50 hours to be met by NT Government.

TOTAL (STATES GRANTS AND ALAC): $67,357

Australian Capital Territory

States Grants

No funds available.

Adult Literacy Action Campaign

ALAC in the ACT will support "New Start", a project to expand the provision of learning opportunities for ACT people whose level of literacy and numeracy skills prevent them from actively formulating or pursuing vocational, vocational training or further study goals and whose age precludes them from currently provided youth oriented compensatory basic education programs. It is expected that "New Start" will support 3 groups of 6 - 8 students aged over 25 in one semester in an open entry/open exit program.

Total: $37,790

Note: $40,000 is available.

## WOMEN, LITERACY AND THE COMMUNITY

The following proposal is submitted for funding provided under the National Policy.

The proposal is submitted by representatives from:

1. Adult Literacy Information Office ("ALIO");

2. Board of Adult Education ("BAE"); and

3. Adult Migrant Education Service ("AMES").

### Preamble

Many women from non-English speaking backgrounds are severely disadvantaged in their access to and use of community resources because of poorly developed literacy skills in English.

Formal education opportunities for many women in their first language were severely limited because of socio/cultural constraints on their role. This was aggravated in some cases by economic hardships and social upheavals. The result has been poorly developed literacy skills in their first language and the need for special attention to be paid to the development of literacy in English.

Moreover many women have had to postpone any formal language learning in Australia in order to fulfil child rearing responsibilities or because of the need to be working to help support families. This lack of opportunities for formal language learning has often resulted in a discrepancy between oral and written language skills in English. Oral language skills have often developed through casual conversation but reading and writing skills have been neglected. This is particularly evident with (although not exclusive to) women from non roman script language backgrounds.

These women need to develop their literacy skills in order to have access to community resources and institutions, in particular schools, the media and community services in health and welfare. These skills are also needed to be able to operate more independently in the context of the household, to be able to manage tasks such as using directories, banking, responding to mail.

Because of the discrepancy between their oral and written language, and the need for a specific literacy focus, such learners are out of place in many general language programs. Provision for such learners must take into account

* the need for small groups for literacy focused programs

* the need for courses of longer duration (taking into account their low intensity and the long term process of literacy development)

* the specific needs of individual learners.

TARGET GROUP

(i) Women

An intermediate level of oral proficiency.
Limited formal education in their first language (up to 6 years) and poorly developed literacy skills in their first language.
Or literate in a non roman script language.
Poorly developed literacy skills in English (below survival literacy).

Other criteria:

Want to develop reading and writing in English in order to have greater access to community resources, for personal communication needs and for their self-esteem as literate members of their families and communities. Specific goals might include, for example, to be able to have more access to community groups and schools, to be able to read and write personal and semi formal letters, etc.).

AIMS

. To enable learners to develop their reading and writing skills and strategies in English in order to have greater access to community resources and institutions, in particular schools, the media and health and welfare provisions.

. To enable learners to fulfil their personal writing communication needs in English.

. To enable learners to develop confidence and self esteem as literate members of their families and communities.

OBJECTIVES

Specific learning objectives would relate to the needs of individual learners and would vary according to the learners literacy in L1, literacy in English, confidence, access to additional support, specific goals.

They would include such learning objectives as

- to enable learners to read and respond to letters from school
- to enable learners to read newspapers and magazines
- to enable learners to read signs and public notices
- to enable learners to read and write personal and semi formal letters
- to enable learners to use directories to obtain information
- to enable learners to read and respond appropriately to mail received.
- to enable learners to manage the reading and writing tasks associated with banking.
- to enable learners to assist children with their education.

COSTING

Target group (i)

| | | |
|---|---|---|
| Course design and learner assessment | | 10 hours |
| Tuition | | 144 hours |
| Mid course evaluation and report writing | | 10 hours |
| Post course evaluation and report writing | | 10 hours |
| | | 174 hours |
| x 2 groups | = | 348 hours |
| 348 hours x $28.00/hr. (on costs) | = | $9,744.00 |
| Other costs (incl. software) | + | 500.00 |
| TOTAL COST | | $10,244.00 |

## Adult Literacy Action Campaign
## National Level Projects 1987-88

| Proposal | Cost $ |
|---|---|
| 1. Research Project: The Nature of Literacy Difficulties in the Adult Population. The aim of this project is to identify the nature of literacy difficulties experienced in the adult population and to identify the most pressing needs in order that priorities can be set for the future directions of adult literacy programs. The last major research into adult literacy difficulties was conducted in the mid-1970's and Australia has a critical need to establish a more current data base in this area.<br><br>The Institute of Technical and Adult Teacher Education (Sydney C.A.E.) has already prepared Phase 1 of such a study: the development of research instruments. They have funds to carry out Phase 2: the trialling of these instruments. Funds are required for Phase 3 of the project: a full-scale national survey.<br><br>Necessary steps in this phase include drawing up of sample populations, administering the survey instruments, codifying data and analysing results, and documenting the outcomes of the research. | 100,000.00 |
| 2. Public Awareness Activities<br><br>This project aims at raising public awareness of the government's Adult Literacy Action Campaign. It does not represent an intensive student recruitment drive since experience indicates that current provision could not cope with the expected influx. Rather it would attempt to increase community consciousness of what has been until recently largely a hidden problem in society and a source of shame for those individuals affected. The distribution of posters and brochures | 55,000.00 |

would gain greater acceptance of the "normality" of adult literacy programs and gain greater support from industry and other sectors of society. As an incidental development it would attract both students and volunteer tutors to local programs.

The project would be implemented on behalf of AACLAME by the Australian Council of Adult Literacy (ACAL).

3. Documentation of Good Practice — 25,000.00

The adult literacy field in Australia has a critical need for documentation and dissemination of good practice which has developed across the country in recent years. Documentation may take the form of occasional papers or booklets with a high quality of production which will reflect the best ideas and practices in the field and will assist in developing the identity of the Adult Literacy Action Campaign.

The project is to be carried out through the TAFE authority in Tasmania.

4. Study of Outcomes of Adult Literacy Program — 44,000.00

A national study of outcomes will examine the effectiveness of adult literacy programs in meeting government policies in education and training. Research will explore the aims of the programs for participants and devise ways of measuring the results of participation for students.

The study is to be undertaken by the University of New England.

5. Survey of Employer and Union Perceptions of Literacy/Numeracy Needs of Employees — 25,000.00

This project will explore the literacy/numeracy needs of the workforce in the current climate of Australia's need for development of its skills base and preparation of a more flexible and productive workforce. Through AACLAME, the project would be supported by the Business Council of Australia and the ACTU.

Key industries will be targetted and the requirement for literacy/numeracy development identified within overall education and training needs. The project will be managed by the ACAL.

6. UNESCO Sub-Regional Adult Literacy Workshop 1,000.00

In July it is proposed that a sub-regional Adult Literacy Workshop will be held with participation from China, India, Thailand and the Pacific. The Workshop has received some funding from the National Commission and some assistance from the Bangkok Regional Office. A small contribution from these national level projects will associate AACLAME and the Adult Literacy Action Campaign with this co-operative regional activity .

TOTAL 250,000.00

## Adult Literacy Action Campaign
## National Level Projects - 1988/89

Cost

1. Adult Literacy Public Awareness Activities — $455,000

The aim of the project is to increase people's knowledge of the existence of adult literacy programs and to enlighten people about the causes of illiteracy and ways of overcoming it.

Public awarenesss activities about the Government's adult literacy programs are necessary because:

. Adult literacy needs have been a largely hidden problem in society and a source of shame to indiviouals affected. Community consciousness about the nature of adult literacy difficuties and the existence of programs is relatively undeveloped and needs to be heightened.

. There is a need to achieve greater acceptance of the "normality" of adult literacy programs among people with literacy difficulties, as well as with industry and other sectors of society. The distribution of materials which give contacts for local programs would encourage relatives and community contacts to refer potential students to programs and could increase the potential numbers of volunteer tutors.

. An adult literacy public awareness campaign in 1988-89 would highlight the Government's contribution to adult literacy in the period leading to the International Year of Literacy.

2. Preparation of Proposals for the Non-Government Sector to be Implemented in ILY. — $ 18,000

While the Australian Government is beginning preparations to mark International Literacy Year, planning needs to occur in the non-government sector to facilitate the involvement of community organisations in activities.

Activities:
The hosting of a 3 day national symposium to be organisated by the Australian Council for Adult Literacy (ACAL) to draw together representatives from the adult literacy sector, relevant community agencies such as the ACTU and the Buiness Sector and key education personnel as part of a planning process.

An investigation of preparations for ILY activities in other similar industrialised countries.

The documentation of a calendar and activities proposal to outline the possible nature and level of participation of various bodies in ILY.

3. Establishment of a Research Base for Evaluation of Adult Literacy Methodology and Measurement of Proficiency and Progress of Adult Literacy Learners. — $ 50,000

The Department of Employment, Education & Training will invite submissions for an action research project on how adult literacy students learn and the most appropriate means of measuring proficiency and progress of adult literacy students. Submissions may be from individuals or institutions. Joint submissions are welcome.

4. A Contrastive Evaluation of Two Alternative Models of Vocational Literacy and Numeracy Provision for the Unemployed. $ 50,000

The two models will be based on the following types of programs:

Pre-vocational - a course with its main emphasis on the acquisition of literacy and numeracy skills.

Vocational - a course with its main emphasis (over 60% of the content) concerned with training in vocational areas and with a literacy and numeracy component.

This project will examine a number of pre-vocational and vocational literacy programs in different states in order to evaluate the effectiveness of alternative models of literacy and numeracy provision for the unemployed.

5. Establishment of a National Adult Literacy Referral Service. $ 27,000

It is proposed to establish a national adult literacy referral service to improve the availability of information about adult literacy programs. The service would be used by people wanting to improve their literacy skills and by those wanting to volunteer their services as tutors. At present referrals around the country are not co-ordinated. There are two aspects to this projects:

1. To centralise information on programs throughout Australia: their location; contact number; the kinds of services offered to adults, for example one to one tuition, volunteer tutor training etc.

2. To provide a (008) telephone number which will be staffed to answer enquiries about adult literacy provision.

It is intended that the referral service will be available to answer enquiries generated by International Literacy Year activities.

6. Evaluation of the Use of Technology in Adult Literacy Programs.

$
20,000

The aim is to evaluate the overall effectiveness of various items of technology currently used or having potential application as educational tools in adult literacy programs.

To explain how each item of technology considered can be used most effectively within particular adult literacy teaching and learning contexts.

The use of items of technology such as computers, tele-conference facilities, audio and video materials and the new "Lexiphon" is increasingly being considered in different teaching contexts. They may be used either as an adjunct to other materials and teaching modes in classrooms or in some cases as a replacement for face-to-face classroom teaching.

In the context of adult literacy programs, there is a need to explore the parameters within which items of technology can be effectively used to meet the learning needs of different categories of learners, such as those requiring literacy specifically in vocational contexts, and those with more generalised survival literacy needs. There is also a need to analyse the comparative metits and potential of different items of technology.

7. Practical Approaches to Adult Literacy Learning: Documentation and Dissemination for Practitioners.

$
30,000

Examples of good teaching practice in adult literacy have been developed in Australia over a number of years. Recent work has demonstrated that a large amount of materials exists which is suitable for dissemination and which should be publicised.

ATTACHMENT E

## YOUTH TRAINING PROGRAM/ADULT TRAINING PROGRAM

## PROPOSAL FORM

This proposal must be prepared with reference to INFORMATION AND PROCEDURES FOR THE CONDUCT OF YTP/ATP COURSES IN NSW TAFE.

COURSE INFORMATION

COURSE TITLE : WELDING FOR INDUSTRIES

COLLEGE : BLACKTOWN SUPERVISING CES : BLACKTOWN

DEET SPECIAL PROJECT NUMBER : 18428

PARTICIPANT ATTENDANCE (Hours per week) : 30

LENGTH : (in college) : 12 wks (work experience) : 1 wks = Total 13 weeks

PROPOSED STARTING DATE : 20 March 1989 COMPLETION DATE : 23 June 1989

NUMBER OF PARTICIPANTS : 12

TARGET GROUP : Adults - 21 years and over

Is this a (NEW COURSE) : X EXISTING COURSE : ..... REPEAT COURSE : .....

CONTACTS

DEVELOPMENT OFFICER: David Baird PHONE NO : 633.4277

TAFE : Lillian Woolnough PHONE NO : 621.0479

RECOMMENDATION

Recommended/~~Not Recommended~~

Development Officer (LMP)

Supported/~~Not Supported~~

Regional LMP Co-ordinator

Recommended/Not Recommended

Principal/~~Regional Director~~

Copy to :

LABOUR MARKET PROGRAMS BRANCH
DEET

Forward to :

LMP UNIT
HEAD OFFICE

| COURSE CONTENT | HOURS PER WEEK | TOTAL HOURS FOR COURSE |
|---|---|---|
| 1. SPECIFIC VOCATIONAL SKILLS<br>(ie. those skills which relate to specific occupational areas. Include course numbers where relevant).<br>Electric Arc Welding (MMA-MIG-OXY CUTTING-PLASMA CUTTING-ARC-AIR GOUGING)<br>Applied use of techniques on mild steel, alloy steels ... stainless steels<br>Subjects: 0277-0299-0278-8210<br>Students' Project<br>Computer Awareness | 23 | 276 |
| 2. BASIC SKILLS<br>(eg. literacy, numeracy, communication skills, personal skills)<br>Literacy/Numeracy (Job related English & Maths)<br>Communication | 4 | 48 |
| 3. JOB ORIENTATION<br>(eg. job search skills, labour market awareness, job re-entry skills, job retention skills, study skills)<br>Job Orientation Skills will be tailored to suit group and individual needs<br>e.g. Phone Interviews, Resumes, Job Retention Skills<br>The attached subject list expands the above broad JOS categories | 3 | 36 |
| TOTAL CLASS HOURS : 30 h.p.w. x 12 weeks | 30 | 360 |

| 4. WORK EXPERIENCE | Hrs for W/E supervision |
|---|---|
| Indicate type of release for work experience (if it is provided as part of this course).<br>Day Release (Block Release) Total No. of Days 5.....<br>(As a guide, 2 weeks or 20% of course is considered the maximum.)<br>Please provide details if more than 15 hrs supervision is required.<br>.....<br>.....<br>..... | 15 |
| 5. ADDITIONAL FACE-TO-FACE HOURS<br>Indicate number and purpose of any additional hours not listed in course outline.<br>Class split 9 hrs x 12 = 108 Mig Welding<br>2 hrs x 12 = 24 Computers<br>..... | 132 |

SUB TOTAL 1 : FACE-TO-FACE HOURS 507

ADDITIONAL INFORMATION

1. What jobs are these skills suitable for? Metal Trades & Welding.....
   Assistant - General Hand - Factory worker.....
2. What is the proposed method of assessment? Exam & assessment tests.....
   .....
3. Will any modules provide advanced standing? (Please identify) .....
   Completion of subject 0278 provides access to subjects 0298 & 0234.....
4. Is this course targeted to a special needs group? If so, indicate who has been consulted in the design of this course. .....
   NO.....
   .....
5. Have employer/industry representatives been consulted in the design of this course? (Please identify).....
   Course proposed in response to local labour market needs as indicated...
   by CES Blacktown and DEET Zone Office.....

## ADDITIONAL TEACHING RESOURCES

RESOURCES - OTHER DUTIES

| | TOTAL HOURS |
|---|---|
| 1. COURSE CO-ORDINATION<br>(i) Hours required to establish course. Duties include :<br>Liaise with CES - interview students - organise teachers & timetables, accommodation - prepare statements & references | 57 |
| (ii)On-going course co-ordination. Duties include :<br>Develop records & arrange work experience & guest lecturers, organise teachers meetings 4 hrs per week x13 | 52 |
| 2. INDIVIDUAL SUPPORT<br>Hours per week for individual student support. Duties include :<br>Assist students with problems - liaise with CES/Social Security complete students questionnaire on a one-to-one basis<br>4 hrs per week x 12 | 48 |
| 3. TEACHER MEETINGS<br>Hours required (per course) for teacher meetings. | 15 |
| 4. CURRICULUM DEVELOPMENT/COURSE EVALUATION<br>Indicate hours required for this activity.<br>(If required please provide details separately). | |

SUB-TOTAL 2 : TOTAL OTHER DUTIES HOURS 172

TOTAL TEACHING HOURS ( 1 + 2 ) 679 hrs

NON TEACHING SUPPORT

| | |
|---|---|
| CLASS SUPPORT STAFF<br>Details of classification(s) and duties:<br>Tool Storeperson<br>Hours per week: 9 Number of weeks: 12<br>Appropriate hourly rate: $10.00 Estimated Cost | $1080 |
| OTHER SUPPORT STAFF (e.g. Assistance in college and/or regional office)<br>Details of classification(s) and duties:<br>Clerical Assistant<br>Hours per week: 4 Number of weeks: 12<br>Appropriate hourly rate: $10.00 Estimated Cost | $ 480 |

SUB-TOTAL 3 : $1560

## NON-SALARIED EXPENDITURE

| | |
|---|---|
| 1.Equipment hire (details) Bus Hire 90x2 | |
| ..... | $ 180 |
| 2.Premises hire (details) ..... | |
| ..... | $ |
| 3.Consumables (details) Arc Welding electrodes:MIG-MMA-TIG electrodes - gas - metal sheets - welding wire - oxy.. acetylene - 1st Aid - Stationery - Fluxes - Filler Rods, | $ 3940 |
| 4.Miscellaneous (details) .....Text Books... | |
| ..... | $ |
| TOTAL NON-SALARIED EXPENDITURE | $4120 |

## BOOKS AND EQUIPMENT

Please indicate on a per head basis, details of essential books and/or equipment to be purchased by participants on this course. Unless otherwise indicated on this form, participants will purchase their own books and equipment and the monies indicated will be paid directly to participants.

| ITEM | COST |
|---|---|
| 1 pair welding gloves )<br>1 pair ear muffs )<br>1 pair oxy goggles )<br>1 Head Shield complete ) | $65.00 |
| 1 pair boots )<br>Overalls ) | $80.00 |

Please indicate payment arrangements to apply:-

- [x] BULK BILLING
- [ ] PAYMENTS TO BE MADE DIRECT TO TRAINEE
- [ ] OTHER (Please specify) .....

Delivery of Literacy Programs for Aborigines

Special Programs for Aborigines

| Post-Secondary Institutions and Schemes | | Literacy Courses | Courses with Literacy components |
|---|---|---|---|
| 1. Higher Education Universities, Colleges of Advanced Education | | Literacy and numeracy program assistance. | Bridging and Orientation Courses, includes the General & Advanced Education Certificates at the WA College of Advanced Education (distance & internal modes) |
| 2. Non-Government Organisations (normally Aboriginal) | | Literacy Courses especially at: | Courses offered by organisations in general & specific skills development. |
| | NSW | Tranby Aboriginal College | |
| | SA | Aboriginal Community College | |
| | WA | Karrayili Adult Education Centre | |
| | NT | Institute for Aboriginal Development & Nungalinya | |
| 3. State Institutions TAFE on and off-campus programs, distance and internal modes. | | Literacy and numeracy courses. | Access programs<br>general courses<br>trade preparation<br>certificate level courses<br>short specific skills courses |
| 4. Non-Institutional (Mainly Aboriginal) Funded under ABSTUDY Special Courses or TAP Short Courses | | Short courses in literacy and numeracy | Various short courses with literacy/numeracy components and employment preparation with literacy//numeracy components |
| 5. ABSTUDY and TAP Tutorial Assistance | | | One to one or small group tuition for students. |

DIFFERENCE IN PRE-COURSE AND POST-COURSE ASLPR FOR STUDENTS COMPLETING COURSES BY ASLPR (SPEAKING) FOR THE PERIOD 1984-88 - AUSTRALIA-WIDE

| ASLPR (SPEAKING) | PRE-COURSE | | POST-COURSE | | DIFFERENCE |
|---|---|---|---|---|---|
| | No | % | No | % | % |
| Unable to function in language | 23,254 | 24.96 | 9,612 | 10.32 | - 14.64 |
| Only able to operate in limited capacity | 15,381 | 16.51 | 12,909 | 13.85 | - 2.66 |
| Satisfies immediate needs | 11,439 | 12.28 | 13,306 | 14.28 | + 2.00 |
| Able to satisfy basic survival needs | 15,924 | 17.09 | 17,392 | 18.67 | + 1.58 |
| Able to satisfy limited social needs | 13,979 | 15.00 | 19,405 | 20.83 | + 5.83 |
| Able to satisfy some social & limited work needs | 8,689 | 9.33 | 13,411 | 14.39 | + 5.06 |
| Able to satisfy most work needs | 1,682 | 1.81 | 2,839 | 3.05 | + 1.24 |
| Satisfies most practical and social needs | 2,491 | 2.67 | 3,848 | 4.13 | + 1.46 |
| Easily satisfies social and vocational needs | 316 | 0.34 | 428 | 0.46 | + 0.12 |
| Native-like proficiency | 12 | 0.01 | 17 | 0.02 | + 0.01 |
| TOTAL | 93,167 | 100.00 | 93,167 | 100.00 | 0.00 |

Source: AMEP Information System

Note: Not stated ASLPR language gains for 16, 641 students not included in this table.

Note 2. Information for Queensland and most of ACT not included

PARTICIPANTS BY AGE BY SEX
PERIOD: 01/07/87 - 30/06/88

[AUSTRALIA WIDE
[(Data from Queensland not included)

| | Females | | Males | | TOTAL | |
|---|---|---|---|---|---|---|
| AGE | No. | % of Total | No. | % of Total | No. | % of Total |
| Not Stated | 2 | - | 1 | - | 3 | - |
| < 16 years | 12 | 0.02 | 18 | 0.03 | 30 | 0.05 |
| 16-24 | 5430 | 9.11 | 5120 | 8.59 | 10550 | 17.70 |
| 25-34 | 11722 | 19.66 | 10648 | 17.86 | 22370 | 37.52 |
| 35-44 | 7657 | 12.84 | 6294 | 10.56 | 13951 | 23.40 |
| 45-54 | 3731 | 6.26 | 2729 | 4.58 | 6460 | 10.84 |
| 55-64 | 2492 | 4.18 | 1606 | 2.69 | 4098 | 6.87 |
| 65+ | 1244 | 2.09 | 913 | 1.53 | 2157 | 3.62 |
| TOTAL | 32290 | 54.16 | 27329 | 45.84 | 59619 | 100.00 |

PERCENTAGE OF LANGUAGE GAINS FOR STUDENTS COMPLETING COURSES
BY ASLPR (SPEAKING) FOR THE PERIOD 1984-1988 - AUSTRALIA-WIDE

| PRE-COURSE ASLPR (SPEAKING) | POST-COURSE ASLPR (SPEAKING) | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | REGRESSED | | REMAINED SAME | | PROGRESSED 1 ASLPR POINT | | PROGRESSED 2 ASLPR POINTS | | PROGRESSED MORE THAN 2 ASLPR POINTS | | TOTAL | |
| | No | % | No | % | No | % | No | % | No | % | No | % |
| Unable to function in language | 0 | 0.00 | 8,889 | 38.23 | 5,949 | 25.58 | 3,832 | 16.48 | 4,584 | 19.71 | 23,254 | 100.00 |
| Only able to operate in limited capacity | 341 | 2.22 | 6,168 | 40.10 | 3,465 | 22.53 | 2,689 | 17.48 | 2,718 | 17.67 | 15,381 | 100.00 |
| Satisfies immediate needs | 484 | 4.23 | 5,041 | 44.07 | 2,697 | 23.58 | 2,304 | 20.14 | 913 | 7.98 | 11,439 | 100.00 |
| Able to satisy basic survival | 1,216 | 7.64 | 8,646 | 54.29 | 4,039 | 25.36 | 219 | 1.38 | 1,804 | 11.33 | 15,924 | 100.00 |
| Able to satisfy limited social needs | 973 | 6.96 | 8,891 | 63.60 | 339 | 2.43 | 2,913 | 20.84 | 863 | 6.17 | 13,979 | 100.00 |
| Able to satisfy some social and limited work needs | 813 | 9.36 | 6,239 | 71.80 | 729 | 8.39 | 866 | 9.97 | 42 | 0.48 | 8,689 | 100.00 |

(Cont'd)

| PRE-COURSE ASLPR (SPEAKING) | REGRESSED | | REMAINED SAME | | PROGRESSED 1 ASLPR POINT | | PROGRESSED 2 ASLPR POINTS | | PROGRESSED MORE THAN 2 ASLPR POINTS | | TOTAL | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | No | % | No | % | No | % | No | % | No | % | No | % |
| Able to satisfy most work needs | 323 | 19.20 | 1,065 | 63.32 | 283 | 16.83 | 11 | 0.65 | 0 | 0.00 | 1,682 | 100.00 |
| Satisfies most practical and social needs | 421 | 16.90 | 1,964 | 78.84 | 104 | 4.18 | 2 | 0.08 | 0 | 0.00 | 2,491 | 100.00 |
| Easily satisfies social and vocational needs | 79 | 25.00 | 235 | 74.37 | 2 | 0.63 | 0 | 0.00 | 0 | 0.00 | 316 | 100.00 |
| Native-like proficiency | 3 | 25.00 | 9 | 75.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 12 | 100.00 |
| TOTAL | 4,653 | 4.99 | 47,147 | 50.60 | 17,607 | 18.90 | 12,836 | 13.78 | 10,924 | 11.73 | 93,167 | 100.00 |

Source: AMEP Information System

Note: Not Stated ASLPR language gains for 16,641 students not included in this table.

Note 2. Information for Queensland and most of ACT not included